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National Council of Chief State School Officers

Reports of Study Commission on State Educational Problems

AT THE recent annual meeting of the National Council of Chief State School Officers held in Buffalo the Study Commission on State Educational Problems reported on State educational organization; teacher education; and Federal, State, and local responsibilities in planning and financing the construction of educational plant facilities.

The Commission report on policy statements of the National Council approved at the annual meeting was published in the April issue of *SCHOOL LIFE*.

The Commission was authorized in 1942 primarily to study problems assigned to it or approved by the National Council or its president, and to prepare and submit each year to the Council or its Executive Committee reports and recommendations concerning policies growing out of these studies. The reports follow:



State Educational Organization

The State meets its responsibility for the education of its people (1) by legalizing and maintaining an organization for education and (2) by actively sponsoring a program adapted to the needs of its citizens in a democratic society. To serve this purpose, State agencies have been created to direct various phases of the total educational program.

In 1944 the National Council of Chief State School Officers adopted policies concerning the scope and functional organization of a State school system. At the request of the chief State school officers this study was made to picture the present status of scope and organization.

It was found that various States carry on their functions by a multiplicity of means. States vary both in the number of agencies charged with responsibility, but similarly named boards differ in the types of duties given them. Likewise, States vary in the scope of education offered.

Legal Basis for State Educational System

The number and responsibility of State educational agencies vary in the several States. The summary figures in the study indicate that legal provisions have been made to establish schools covering the commonly accepted areas of education such as elementary, secondary. However, few States have made legal provisions for nursery schools and only three States listed any form of jurisdiction over the education of the large number of children enrolled in private and parochial schools.

The National Council of Chief State School Officers has gone on record in favor of a unification of the educational agencies within a State under a State board of education, and has adopted a

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policy whereby the chief State School Officer functions as executive secretary of the board.

Although 30 States have made legal provision for a State board of education over certain areas of education between 1784 and 1900; nine between 1900 and 1940; and one since 1940, the facts reveal that a very limited number have met the policy of the council.

Chief State School Officers

Legal basis for the office.—The States have used two methods in establishing or providing for the chief State school officer: namely, constitutional and legislative. Thirty-three of the States have constitutional provision for the office. The other 15 States make statutory provisions for the office.

Method of selecting.—The chief State school officer is elected by popular vote in 32 States. Leading authorities on State school administration have recommended that the chief State School officer be appointed by the State board of education. This point of view has received little favorable consideration by State legislatures. At present the chief State school officer is appointed by the State board in 8 States and by the Governor in 8 States. One reason why the elective method of selecting the chief State school officer, may be the difficulty of making constitutional change. Thirty of the State constitutions provide for the election by popular vote. It is interesting to note that in 8 of the 15 States that have only statutory provisions providing for the selection of the chief school officer, he is appointed by the State board of education; in 5 by the Governor; and in 2 he is elected by popular vote.

Qualifications.—Legal qualifications of the chief State school officer are prescribed by the State constitution or by the statutes or by both in some cases. Constitutional provisions relate chiefly to age and resident requirements which are usually the same as for other publicly elected State officers. A few States require definite educational qualifications by statute. According to the questionnaire report about one-third of the States have no legal requirements; 9 States require college graduation; and 8 require teaching experience.

Deffenbaugh and Keesecker¹ found in 1940 that of the chief State school offi-

cers elected by the people 13.8 percent had doctor's degrees, 44.8 master's degrees; 24.2 bachelor's degrees; and 17.2 no degrees. Of those appointed by State boards 62.5 percent had doctor's degrees, 25 percent master's degrees, 12.5 percent bachelor's degrees.

Statutory provision should be made requiring that the qualifications for the chief State school officer be made comparable to other equivalent professional positions in the State.

Term of office.—The term of office provided by law varies from 1 to 6 years. It is fixed by the constitution in 43 States. Twenty-five of the States provide for a 4-year term. There has been little change in the average length of service of the chief State school officers during the past 40 years. The average is roughly 6 years. The most recent data available indicates that the tenure is about twice as long in States where the chief State school officer is appointed by a State board as where he is selected by popular election or appointment by the Governor.

Compensation.—The 41 States which responded to this study reported salaries ranging from \$3,000 to \$15,000 as indicated below:

Salary	State	Salary	State	Salary	State
\$3,000	1	\$5,000	6	\$8,500	1
3,300	1	5,700	1	9,000	2
3,600	1	6,000	5	9,500	1
4,000	5	6,500	2	10,000	2
4,200	1	7,400	1	12,000	1
4,500	1	7,500	6	15,000	2
4,800	1				

The salary of the chief State school officer should be, at least, equal to the highest paid educational administrator in the State.

Relationship to boards.—Forty of the States have State boards of education. The reports seem to indicate that the work of the chief State school officer is more closely related to the activities of the State board of education when the officer is directly responsible to the board than is the case where the board is merely advisory.

Every State has a number of boards functioning on a State level which deal with various phases of education or some closely allied phases of education. The

¹ Deffenbaugh and Keesecker. *State Boards of Education and Chief State School Officers; Their Status and Legal Powers*. Washington, Government Printing Office, 1941. (U. S. Office of Education Bulletin 1940, No. 6, Monograph No. 1.)

chief State school officer in most instances is a member or ex-officio member of these boards and finds it necessary to allocate much of his time to such service. The data vary so much from State to State that a satisfactory tabulation could not be made.

State Department of Education

An analysis of the figures presented by Dexter² and Reeder³ reveals the fact that 20 different States established the chief State school office within 6 years of the time when the first State-wide public school laws were enacted by the legislature. The significance of this lies in the fact that these States found it necessary to set up special State organizations in order to make their school laws effective. In six of the other States, the chief State school offices were established before State-wide public-school laws were enacted, and the chief State school offices played an important part in promoting State-wide school laws in these States. Thus we see that the beginning of the State department of education parallels the beginning of the State program of education.

Functions of State Departments of Education

While State departments of education were established to aid in carrying out the State-wide program of public education, their functions were very limited contrasted with those of today.

The function of the State department of education as defined in a policy adopted by the National Council is a State service agency in the field of education to provide professional leadership and guidance, to coordinate educational services, to carry out the policies and duties authorized by the State board of education.

Gibson⁴ in his recent analysis of the legal functions of State departments of education grouped the legal responsibilities of the departments into 48 major functions. Thirty-nine of these functions were mentioned in the State laws of 20 or more States. All of the States have specific school laws refer-

ring to forms for reporting to the State, vocational education, budgets for schools of the State, certification, personnel administration within the State department and school finance. Over 40 State departments have some function relating to the standardization of elementary and high schools, normal schools and teachers colleges; budgets for the State department of education; school census; child accounting; legislative proposals for schools; reports to the Governor; control of public schools of the State; curriculum; interpretation of the school laws; rules and regulations of school policy; conferences with school people of the State; surveys to determine school needs; and annual reports of the State department of education.

Thirty to thirty-nine States make the following functions a part of the State Department of Education: enforcement of attendance, rehabilitation, equalization of educational opportunity, the approval of local school budgets, the approval of building plans, research and statistics, textbooks, transportation, health and physical education.

Many of the legal functions which are not mentioned specifically in the school laws are performed by various members of the State department under the direction of the State superintendent and the State board of education. It is extremely difficult to determine exactly every function performed by State departments of education according to law, because the interpretation of such broad powers as are written in some statutes makes it possible for State departments to do many things which are not specifically mentioned in the school laws.

This study reveals that there are from 1 to 22 States that function in one or more of 43 areas in which it would be difficult to point to a law specifying those functions. This condition shows the necessity of carrying out the policy already adopted by the National Council of Chief State School Officers:

"The State constitution should contain the *basic provisions* for the organization, administration and support of a program of public education; and it should empower and direct the legislature to establish the *general plan* for

carrying out the basic revisions so set forth."

The complexity of the responsibility and the multiplicity of details in operating a State department of education, the possibility of developing a routine type of service which may not produce satisfactory results at long range lead the committee to suggest the following safeguard as a policy.

State departments of education should continually analyze social implications of education and the relationship of education to the democratic society as a basis for determining what service they should render.

The Personnel of State Department of Education

Selection of the staff.—Replies from 40 States indicate that in nine States the staff is selected through civil service procedures; in 13 by the the chief State school officers alone; in 17 by the State board of education upon the recommendation of the chief State school officer and one by the Governor upon the recommendation of the chief State school officer.

The statutes usually give the State superintendent very broad powers in determining the personnel of the State department of education. There is not always a close connection between the title of the official and the function of that official in the State department of education. This condition may lead to confusion on the part of the public and on the part of other States in facilitating efficient service and cooperative planning.

This study reveals the fact that the qualifications of personnel are not always in terms of the functions they are to render. The following council policy statements emphasize the selection of personnel in terms of services to be rendered.

The State department of education, which should consist of the chief State school officer and his staff, should be organized as a State service agency in the field of education to provide professional leadership and guidance, to coordinate educational services, and to carry out the policies and duties authorized by the State board of education.

The personnel of the department should be selected on the basis of merit and fitness by the State board of edu-

² Dexter, Edwin G. *A History of Education in the United States*. The Macmillan Company, New York, 1904.

³ Reeder, Ward G. *The Chief State School Official*.

⁴ Gibson, Raymond C. *Personnel Administration of State Departments of Education*. (Doctor's thesis, University of Wisconsin, 1944.)

cation upon the recommendation of the chief State school officer.

The organization of the department should facilitate providing efficiently all needed services and should promote coordination and integration among the services.

In order to carry out these policies the positions should be combined into classes through an analysis of their functions. A class is comprised of all positions which are sufficiently similar in respect to their duties and responsibilities so that—

a. The same requirement as to education, experience, knowledge and ability can be demanded of applicants;

b. The same test of fitness can be used to choose qualified employees;

c. The same schedule of compensations can be made to apply to the same or substantially the same employment requirements.

A class should be identified by an explicit statement written in a standardized form and including the essential facts which mark it off from every other class. This statement called a class specification or class description consists of four or sometimes five parts, namely—

1. The title of the class.
2. The statement of duties and responsibilities.
3. Examples of work performed.
4. A statement of minimum qualifications.
5. In some systems a statement of lines of promotions and scales of pay.

The most complete study which has been made in the field of personnel problems in the State department of education is that by the President's Advisory Committee on Education. According to that report the eight States which have their State department of education organized on the basis of a duties classification are Maryland, Massachusetts, Connecticut, New Jersey, New York, Pennsylvania, Wisconsin, California. A few States such as Alabama, Minnesota, and Michigan have been added to that list.

The responsibilities of the State department of education for direct educational services and for educational services to other groups should be used as a basis for determining the optimum number of professional staff members needed in the department. A job

analysis should be made and a duties classification written as a basis for establishing a functional organization of the staff within the department. The positions classification rests upon the fundamental principle that a position exists irrespective of the employee. Educational administration cannot sanction the idea of classifying a position to fit a given employee.

After a job analysis has been made of the responsibility of the department and after the personnel have been selected upon the basis of definite specifications, consideration should also be given to such factors as make for good service, morale, security, and professional growth of the staff members.

Adequacy of the staffs.—According to the report the staff is deemed to be adequate in 2 States, fairly satisfactory in one State, and inadequate to very inadequate in 37 States.

Compensation of the staff.—The reports returned from 19 States included a salary scale. A few States reported that increased salary scales have been recommended. A number of States indicated that no compensation scale could be guaranteed because the budget of the department is contingent upon legislative action.

The salary scale in one State ranges from \$2,300 to \$3,000. On the other hand, some States provide a maximum salary of \$8,250.

Retirement provisions.—Thirty-three States reported retirement provisions and eight States indicated none.

Tenure.—There is no provision for tenure in 19 States, and 13 States reported civil service status.

Sick leave.—Twenty-eight States reported sick leave regulations having median allowance for 15 days; 13 States reported no specific provision but indicated that sick leave was determined by the superintendent.

Vacations.—The range is from 10 to 30 days for the 28 States reporting regulations. In 6 States the vacation is regulated at the discretion of the superintendent.

Leave of absence.—Twenty States reported no regulations, and 15 States reported that leave is granted on the employee's request and approval of the State board of education or the chief State school officer.

As has earlier been stated, this summary picturing the status of State departments of education does not provide complete information concerning all States, and some of the information may even raise questions of interpretation. However, it is hoped that sufficient information has been presented to raise significant questions concerning several problems related to realizing a functional organization of State departments in line with previously adopted policies.

Committee Members and Consultants Attending Conference

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Fred G. Bishop
John S. Heitema
E. L. Lindman
Cameron M. Ross
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Project Committee

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Teacher Education

Good teachers are the Nation's first need. No educational program can be stronger than its professional personnel. Virility, vision, culture, zeal, a bit of the reformer, a bit of the prophet, balance—are some of the words which convey some ideas of characteristics which must be true of the persons engaged in the education of the children, youth, and adults of this Nation. If this truth is accepted, no more vital responsibility faces the chief State school officers than the stimulation of all efforts which will result in providing the Nation with excellent teachers. This seems to be the primary duty of educational statesmanship. This task involves constant endeavor, and evaluation designed to improve techniques which are used to select, educate, and hold the best equipped person in the teaching profession.

Some of the problems, policies, and solutions are suggested in this report.

I. State Department Leadership in Teacher Education

A. Nature of Leadership

1. *The State department of education should accept primary responsibility for exercising leadership in the provision of an adequate supply of ever-improving teachers for the State's system of schools.*

(a) The State department has responsibility for operating an effective educational program; ever-improving teachers form the essential means of achieving effectiveness in education.

(b) The education of teachers is a cooperative enterprise involving local school systems, colleges and universities, and various State agencies. Cooperation requires coordination, and the State department of education is the logical coordinating body for a State system of schools.¹

(c) The State department of education maintains contact with local school programs, institutions of higher education, and other State agencies, and is charged with responsibilities on a State-wide basis. It is in the best position, therefore, to exercise intelligent State-wide leadership.

(d) The State department has, or should have, control of certification of teachers; certification and education cannot be separated.

2. *The State department of education should exercise leadership through cooperative planning.*

(a) It should seek to earn respect through service, to get efficiency through the use of cooperative techniques, and to pool resources.

(b) Cooperative leadership in teacher education may be furthered through the appointment by the chief State school officer of (1) an active State council on teacher education which exercises advisory functions and whose membership is broadly representative of teacher education interests, and (2) temporary advisory bodies to deal with specific problems.

3. *The organization and staffing of State departments of education should facilitate the performance of the leadership function.*

(a) The organization of the staff of

the State department of education should fix responsibility for:

(1) Channeling suggestions for broad policies concerning teacher education to the chief State school officer.

(2) Leading in the formulation and execution of plans for teacher-education activities.

(3) Coordinating the teacher-education activities in the State department of education.

(4) Leading in the development of State-wide collaboration among teacher-education interests.

(5) Directing the certification service.

(b) The most effective organizational pattern yet developed delegates the responsibilities named above to a single coordinator of teacher education; the title given him varies from State to State.

(c) Whatever the plan of organization, it should make clear that teacher education is not a thing apart from other educational services; it should also make clear that teacher education is a vital concern of all divisions of the State department of education.

4. *The statutes of the State should charge the State board of education with responsibility for leadership in teacher education and should delegate to it the authority needed in carrying out that responsibility through the chief State school officers.*

(a) Legal power does not, however, constitute a substitute for the use of genuinely cooperative procedures in leadership.

(b) The State board of education should have the legal right to influence directly the teacher-preparation curricula of all colleges and universities which educate teachers. This right should be exercised in a manner which will stimulate initiative and creativeness.

(c) Leadership for the in-service education of teachers should be recognized legally as a function of the State board of education; financial appropriations to the State department of education should be large enough to enable it to make such leadership effective.

II. Leadership at Work

A. In Selective Recruitment

1. *It is urgent that the State department of education exercise its leader-*

ship function in evolving a program which will result in recruiting and holding desirable teaching personnel.

The fundamental part of the program must be a long-term effort to make the teaching profession attractive to sincere and capable individuals. In addition, necessity demands special efforts to overcome shortages of serious proportions.

(a) Suggestions for long term emphasis:

(1) Improving the working conditions, the intangible rewards, and the tangible financial provisions to the end that teachers can live obviously happy and normal lives.

(2) Making the education of children meaningful and profitable to them, heightening thereby the favor with which they look upon teaching.

(3) Providing conditions which will make wholesome, attractive personalities the common attributes of the teachers who influence the young persons to teach or not to teach.

(4) Stimulating communities to accord teaching the tangible social prestige it deserves.

(5) Attracting effective and stimulating instructional personnel as faculty members in teacher-education institutions.

(6) Emphasizing the advantages of teaching as a career for outstanding men as well as for outstanding women.

(7) Cultivating the attitude that children should not be deprived of the services of good teachers just because those teachers are married.

(8) Conducting campaigns for increased support for schools upon the basis of the value of education rather than upon the basis of the pitiable condition of teachers.

(b) Scholarships should be made available in order that the State shall not suffer because worthy and capable individuals are denied higher education because of lack of private financial resources.

(1) The case for special scholarships to recruit persons for teaching is yet unproved, but it warrants careful consideration. If such scholarships are offered they should be safeguarded by exacting policies to insure selection of participants in terms of abilities needed for teaching and

¹ "The State Department of education . . . should be organized . . . to coordinate educational services . . ." *Policy Statements of the National Council of Chief State School Officers*, p. 9, statement 9.

by careful evaluation of the results achieved.

(c) Supplementary undertakings designed to meet the immediate emergency:

(1) A State-wide campaign to acquaint young people with the full truth about teaching as a career.

(2) Determined emphasis upon the principle that salaries for elementary teachers should be made equal to those for high-school teachers.

(3) Short-term training programs to assist persons who are trained for high-school teaching and who wish to teach in elementary schools to become equipped for such service.

(4) Short-term professional programs for college graduates who are not specifically prepared to teach to enable them to enter the teaching profession.

(5) Encouragement of persons who prepared for elementary teaching but who entered other professions because of war conditions to return to teaching.

2. *The State department of education should develop and maintain a system for predicting with a fair degree of accuracy the future demands for teachers.*

(a) The prediction should cover the kinds of teachers needed and the specialized abilities desired, as well as the size of the demand.

3. *The improvement of selection procedures of persons, both for entrance to and for continuance in the profession, should challenge the best leadership of the State department of education.*

(a) Only those who show definite promise of developing essential abilities should be admitted to the profession. Much research is needed to develop techniques for identifying such abilities.

(b) Continuous evaluation in terms of desired competencies should form the basis for selection of those who are to continue to teach.

B. Pre-Service Education

1. *Provisions should be made whereby the chief State school officer through his staff may participate actively in developing curricula for the pre-service education of teachers. Such participation is essential in tying the teacher education in the colleges more effectively with the work of the teachers on the job.*

2. *The State department of education should stimulate and assist the colleges in identifying the needs to be met by teachers in planning curricula to meet needs in evaluating the effectiveness of curricula, and in making constant revisions of curricula in the light of the evaluations arrived at.*

In performing these functions, full use should be made of the services of State advisory counsels on teacher education, of special advisory groups, and of other agencies with resources to offer for the improvement of teacher education.

C. In-Service Education for Teachers

1. *In-service educational offerings should focus upon helping teachers do their everyday jobs better, and the State department of education should assume leadership in making such offerings truly realistic.*

2. *Curriculum improvement programs, supervisory assistance and consultant services should form the backbone of an in-service educational program; the State department of education should demonstrate the highest caliber of leadership in making such enterprises successful through the cooperative planning of all persons and agencies concerned.*

3. *The State department of education should be equipped to render leadership and consultative services to local school systems by having on its own staff specialized instructional personnel; it should also act as a clearinghouse for channeling suitable personnel from other agencies, colleges, and local school systems, in locating and solving educational problems.*

4. *A cooperatively evolved plan for the intensive education of such emergency teachers as have shown promise should be inaugurated at once.*

This plan should be based upon an appraisal of the needs of such persons, should employ new procedures and courses if necessary, and should aim at developing teaching ability rather than merely at the acquisition of a certain amount of college credit.

D. Certification

1. *The legal power to prescribe the types of teaching certificates to be issued by a State and to establish the policies governing such issuance should reside in the*

State board of education. The State board should adopt policies with the advice of the chief State school officer acting through the State department of education.

2. *Certificates should be based upon the completion of curricula which have been designed to develop the desired attributes of the teacher, and have been approved for that purpose.*

(a) Such curricula should be developed through the cooperative planning of many staff members of teacher educating institutions, public school personnel, and other competent persons, stimulated by the participation and leadership of the State department of education.

3. *Certificates should lapse upon the separation of a person from the teaching profession, in accord with carefully planned regulations adopted by the certifying body. Life certification is frowned upon.*

4. *Temporary emergency certificates should be issued to those persons whose qualifications are below the minimum acceptable standards; they should be valid for not more than one year at a time; holders should not be required to take additional education unless they show definite promise of becoming desirable permanent additions to the profession. Persons who do show such promise may be issued provisional certificates, given a real opportunity to secure more education, and eventually be up-graded to regular certification.*

5. *The free flow of teachers across State lines should be facilitated.*

The best procedure to bring this about seems to be for States within a region to work out mutually acceptable understandings; the prestige of regional recommendation can then be used in support of any necessary legislative changes.

E. Preparation of Teachers for Exceptional Children

The following are cited as specific examples of policies which should obtain in the planning of education for teachers in specialized areas.

1. *The State department of education must accept its obligation to insure that needed educational services for exceptional children are provided.*

(a) It should exert leadership in seeing to it that competent teaching personnel is available.

2. *The leadership of the State department of education should result in the provision of curricula designed to produce teachers who are equipped with the needed general and specialized abilities.*

(a) Such curricula should be based upon an analysis of the abilities needed by such teachers.

(b) In general, the special equipment needed by the teacher of exceptional children will be built upon basic preparation to teach normal children.

(c) The curricula should be built to do the job, not by the process of collecting existing courses merely because they have certain titles.

(d) The curricula should be the end-product of cooperative planning and evaluation by the college staff, the State department of education, experienced teachers and administrators, psychologists, social workers, physicians, and any other professional or lay groups who may have contributions to make.

3. *An adequate supply of well-prepared personnel to serve exceptional children demands both long term and emergency planning.*

(a) A program for locating and attracting suitable candidates for specialized preparation.

(b) Long-term, preservice curricula for producing well-rounded specialists.

(c) Short-term, intensive curricula to equip partially qualified but promising candidates with the minimum essentials of specialized education.

(d) Continuing educational provisions so that specialized education can be completed by persons on the job and so that leaders may be developed.

4. *It is particularly important that the State department of education provide specialized consultative services to teachers of exceptional children.*

5. *States should enter into cooperative agreements for the establishment and maintenance of specialized college curricula in those fields in which the size of the demand indicates this to be a desirable procedure from the standpoint of economy or efficiency.*

(a) A given State may agree to pay the additional cost incurred by its stu-

dents because they are attending an out-of-State institution.

(b) Several adjacent States may enter into contractual relations with a single institution, covering a stated fee to be paid for each selected student sent to that institution.

(c) Out-of-State educative arrangements should be subject to constant and careful evaluation in terms of the needs they are supposed to meet; the State department of education should see to it that such evaluations are made.

III. Next Steps

The policies which have been enunciated have revealed very clearly that action looking toward the improvement of the State departments' leadership in teacher education should be the subject of continued effort. This effort should take two major lines:

(1) Evolving additional policies in areas which require more study than has been possible under the conditions surrounding the work of this project committee, and

(2) Working out efficient procedures for carrying these policies into effect.

In the last analysis, such further action must take place within the individual States and it is urged that the chief State school officers, acting through the Study Commission, take immediate steps to have these policies studied, modified, and implemented within each State.

Much of the research and implementation which is essential however, will require continuous study—extending over several years—by the process of pooled effort among the various State departments. The results of such combined study are well exemplified by the successes which have followed the national conferences on school bus transportation and by the contributions made by the annual studies undertaken through the Planning Committee of the Study Commission.

It is therefore proposed that such combined and continuous study of State department leadership in teacher education be launched in 1946 through a *work conference* sponsored by the National Council of Chief State School Officers and directed by the Planning Committee of its Study

Commission. Such a work conference would consist of one person designated by each chief State school officer; it would extend over several days; it would address itself to the solution of teacher education problems, using the present project committee report as a beginning point. Planning for the work conference would be done by a small subcommittee of the Planning Committee who would secure such assistance as was needed. If it appeared desirable to the subcommittee, two or more regional work conferences might be held in lieu of a single national conference.

Foundation support for the work conference should be sought in a manner which will supplement, and not interfere with, the efforts of the National Council of Chief State School Officers to establish permanent and continuous central office service. It is believed that the tremendous possibilities in this undertaking will appeal to a foundation which is interested in the actual improvement of educational services.

Therefore, it is recommended strongly that the National Council of Chief State School Officers—

(1) Record its enthusiastic sponsorship of such a work conference, and

(2) Request the Planning Committee to proceed immediately to consult with the Executive Committee concerning the establishment of the machinery to carry out the foregoing proposals, and

(3) Request its president to work closely with the Planning Committee in achieving the results desired.

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L. D. Haskew, *Committee on Teacher Education, American Council on Education, consultant*
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Federal, State, and Local Responsibilities in Planning and Financing the Construction of Educational Plant Facilities

School plant facilities in the United States do not, in general, meet the needs of a modern educational program. Population movements from one locality to another are overloading existing facilities in certain areas. Increases in the number of births will cause further congestion. Needed replacements have been deferred because of shortage of funds and wartime restrictions upon construction. Extensions and improvements in the school program will require corresponding improvement in educational facilities. These factors clearly indicate that there must be an extensive school building program in the immediate future. In order to insure the proper development of this far-reaching program, the following policies should serve as guides:

Responsibilities and Participation of the Federal Government

1. *The Federal Government should provide funds through the U. S. Office of Education to be used in planning and constructing educational plant facilities.*

Equalization of educational opportunities throughout the United States cannot be effected without considering the cost of school plant facilities. In addition to the need for equalization, there is the problem of increased costs. Many States will not be able to provide adequate school housing without financial assistance from the Federal Government.

2. *Federal funds for the construction of educational plant facilities should be allocated through the U. S. Office of Education to the legally constituted State*

educational authorities rather than directly to local administrative units.

The granting of Federal funds directly to local school administrative units will jeopardize the State's plans for an improved organization of local school administrative units and the establishment of economically efficient attendance centers.

State educational authorities are in position to allocate school building funds consistent with long-time plans for the improvement of the State educational systems. In the past under the WPA, PWA, and Lanham Act programs, Federal funds for school building purposes were granted directly to local school administrative units, with little consideration for the plans of the State educational authorities.

3. *Federal funds for the construction of educational plant facilities should be allocated, through the U. S. Office of Education, to the States in accordance with an objective formula giving due consideration to the relative financial ability of each State. If a local or a State contribution to the cost of school plant construction is required, the percentage of such contribution should be adjusted in accordance with the financial ability of the State.*

Allocation of Federal funds to the several States in accordance with an objective formula is the only practical means of avoiding personal and political bias in determining the amount granted to each State. Of the bills now pending before Congress providing Federal aid for school plant construction, H. R. 4499 is the only bill formulated in accordance with adopted policies of the National Council of Chief State School Officers providing grants to the duly constituted State educational authorities on the basis of an objective equalization formula.

4. *The Federal Government, through the U. S. Office of Education should provide school building consultative services, at the request of the chief State school officer.*

Although each State department of education should provide school building services for its local school authorities, there is the need for similar services at the Federal level. The United States Office of Education should also compile and interpret the

findings of research studies. The present staff of the U. S. Office of Education is inadequate to meet the needs of the States. The current reorganization of the U. S. Office of Education and planning funds provided by H. R. 4499 should make possible increased services from the U. S. Office of Education in school plant planning.

Responsibilities and Participation of the State

1. *The State should provide funds for educational plant facilities to local administrative units.*

The tendency for local property tax valuations to remain constant in the face of sharply increasing costs of construction, has made it virtually impossible for a majority of local administrative units to finance the construction of needed new school plants. Constitutional and statutory restrictions upon the amounts of money which can be raised by bond issues and special tax levies have further handicapped local administrative units. State aid will tend to offset the gross inequalities in the capacities of local administration units to finance capital outlay projects. In some States equalization of available funds for current expenses has been achieved fairly well, but little progress has been made in equalizing available funds for capital outlay purposes.

A properly administered State school building aid program is one of the most effective means of promoting improvements in school district organization. A few States have reported substantial progress in obtaining State aid for school building purposes. In 1945, Alabama appropriated approximately \$12,000,000 for State aid for school building purposes. Connecticut appropriated \$2,000,000 and Delaware \$1,000,000 for similar purposes. New York provides school building aid to central school districts. Ohio appropriated \$2,000,000 for State school building aid for the 1945-46 biennium. The State of Washington appropriated \$70,000,000 for general postwar development, an undetermined amount of which may be made available for school construction.

2. *The allocation of State funds to local administrative units for the purpose of providing needed educational plant facilities should be in accordance with an objective formula that gives proper*

consideration to variations in the fiscal capacities of local units.

This may be accomplished by providing for capital outlay expenditures in the State's educational foundation program or by providing a State fund from which grants are made to local administrative units. If a special fund is established by the State, the percentage of the cost of an approved project to be borne by the State should be adjusted in accordance with an equalizing formula. Formulas for computing State school building aid were reported as follows:

(a) Alabama provides a capital outlay item in its foundation program. These funds are apportioned to local units along with other State aid funds, but are required to be held as a school building reserve fund, used for debt service or be expended for a State approved building project unless approved for current expenditures by the chief State school officer. The relative amount of the foundation program budgeted for capital outlay is established by the State board of education, and was 5% of the total in 1945-46. The building funds so apportioned (\$1,396,000) are supplemented this year by a special appropriation of \$10,500,000 apportioned on a teacher unit basis, with no equalization provision.

(b) In Connecticut the school building commission may grant to any town an amount not exceeding one third of the cost of the project or a maximum of \$150 per pupil. There is a further limitation of \$50,000 to any town during a biennium.

(c) In Delaware the legislature established specific school building allotments and percentages in the statute.

(d) In New York the single grant for central school districts equals the enrollment times a cost factor minus 6 percent of the valuation, provided the grant may not exceed the actual cost of the proposed building project.

(e) In Ohio grants are limited to school districts having a tax valuation of less than \$6,000 per pupil, which are levying the prescribed rate for school purposes. The allotment may not exceed the difference between the cost and the amount the district is able to pay as determined by the superintendent of public instruction.

(f) In Washington the amount of

State aid is based upon a percentage of the cost of an approved project. The percentage for each school district is computed in accordance with an objective equalization formula. Percentages vary from 25 percent State aid in the wealthier districts to 75 percent in the poorest districts. The formula for computing the percentages utilizes the number of teacher units and State equalized tax valuation of each district:

$$(250,000 \times \text{No. teacher units} - \text{valuation}) \div (250,000 \times \text{No. teacher units} + \text{valuation}) = \text{percent State aid.}$$

3. *Approval by the State department of education in terms of minimum standards for the location and plan of new school buildings should be required.*

This is necessary in order to give proper consideration to attendance areas which extend beyond the boundaries of established local administrative units, and in order to insure the observance of minimum standards.

Most of the States reported that the State department of education has some authority to approve building plans. In most instances, this authority is limited to enforcement of minimum health and safety standards. Only a few States reported State authority over the location of new school plants in relation to the development of improved administrative units.

4. *The State Department of education should provide consultative services to local administrative units for community surveys and school plant design.*

Planning a new school building should involve a re-evaluation of the educational program in each community. The supervisory staff of the State department of education should be available to assist in such planning.

Virtually all State departments of education reported an inadequate staff for such work. In some States a readjustment of the assignments of supervisory personnel has been made to assist school building specialists in local planning projects.

Responsibilities and Participation of Local Administrative Units

1. *Local school authorities should be encouraged to initiate procedures leading to the construction of educational plant facilities when needed.*

While planning assistance and some financial assistance may come from State sources, the initiative for starting a school building program should come from local school authorities. If more than one school district is in the attendance area of a proposed new building, a joint planning committee of local school authorities should be formed.

2. *Local school building planning should be coordinated with the planning of related agencies to achieve a wider use of the new school plant.*

Park departments, libraries and similar agencies provide part of the overall organized educational experiences of youth. The planning procedures should facilitate the development of a school plant that meets community needs.

3. *Financing a new school plant should require a local contribution in accordance with the ability to pay. Such local participation should not be achieved by diverting current expense funds.*

Good school buildings enhance community values and reflect the primary interest of the people and local participation in financing their construction is proper. However, new school buildings should not be obtained at the expense of the instructional program.

In most States local funds for financing the construction of new school buildings are raised by bond issue. There is generally a definite limitation upon the amount which may be raised by bond issue.

During recent years there has been some tendency for local units to accumulate over a period of years building reserve fund from levies in excess of amounts required for current expenses.

4. *The location and construction of educational plant facilities should encourage proper organization of local school administrative units and should not under any circumstances contribute to the perpetration of an inefficient school district system.*

In general, local school administrative unit organization has not kept pace with improvements in transportation facilities and developments in education. One reason for this lag is that existing buildings were located and designed for a school district system established many years ago. Plans for new school plants must recognize the

advantages of larger service areas which are now possible. If this is not done, uneconomical administrative units may be frozen in a fixed pattern for many years.

Committee Members and Consultants Attending Conference

Planning Committee

A. R. Meadows, *chairman*
T. J. Berning
Fred G. Bishop
John S. Haitema
E. L. Lindman
Cameron M. Ross
R. Lee Thomas
Roger M. Thompson
E. Glenn Featherston, U. S. Office
of Education, *acting secretary*

*Project Committee **

E. L. Lindman, *co-chairman*

Health Problem and Public Support

The Council on Dental Health of the American Dental Association states in a recent news letter that "public and financial support is not related to the size and importance of the health problem. For example, voluntary agencies collect 16½ million dollars for infantile paralysis which represents \$94 per case, 15 million dollars for tuberculosis or \$22 per case, 4 million dollars for cancer or \$8 per case, 30 thousand dollars for diabetes or 5 cents per case and 100 thousand dollars for heart disease or 3 cents per case. From the mortality standpoint, heart disease is America's number one health problem."

Research Awards

Pi Lambda Theta, National Association for Women in Education, is again this year announcing the granting of two awards of \$400 each for significant research studies on "Professional Problems of Women." Three copies of the final report of the completed research study shall be submitted to the Committee on Studies and Awards by July 1, 1946. Inquiries should be addressed to Dr. Bess Goodykoontz, Chairman, Pi Lambda Theta Committee on Studies and Awards, U. S. Office of Education, Washington 25, D. C.

*D. A. Emerson, chairman (absent)

American Vocational Association Convention

by James R. Coxen, Chief, Vocational Statistics and Research

AMONG subjects discussed at the thirty-ninth annual convention of the American Vocational Association held recently in Buffalo, two received major attention. One was training for veterans; the other related to plans for extending vocational education opportunities to groups and communities not now adequately served.

"More than 13 million veterans are now eligible for training under two Federal Acts—P. L. 16 which provides for the rehabilitation of disabled veterans, and P. L. 346 'The G. I. Bill of Rights'—but this number will probably be considerably increased before the war is officially terminated," H. V. Stirling, Assistant Administrator of the Veterans' Administration, stated in discussing the vocational rehabilitation and educational program for veterans. "Up to January 1 more than 650,000 veterans had applied for training. Spot surveys indicate that from 8 to 12 percent of those eligible desire to attend schools and colleges on a full-time basis.

"The Veterans' Administration is not an educational institution. It is not operating schools of its own nor does it intend to. The sole responsibility for having adequate training facilities and courses of education or training is assigned to the State educational systems. No department, agency, or officer of the United States, in carrying out the provisions of the servicemen's readjustment act insofar as education or training is concerned, shall exercise any supervision or control, whatsoever, over any State educational agency or State apprenticeship agency or any educational or training institution. The Veterans' Administration stands ready to cooperate in any way within the limits of the law in helping the educational and training leaders to achieve their objectives.

"The veteran and industrial establishments must be made to understand that the words 'job' and 'training' are not synonymous and that the Veterans' Administration may pay subsistence allowance to a veteran only while he is

pursuing a course of training. The appropriate agency in each State must always be on the alert to prevent 'fly-by-night' and 'gyp-joint' educational or training institutions from exploiting the veteran and the public. None of us should forget that our primary responsibility is to restore employability to the disabled veteran who has received his injury or disease in the service of his country."

Attention was given to the need for counseling and guidance for veterans who desire training or placement on jobs. Lt. Col. Mary-Agnes Brown of the Veterans' Administration urged that educators give more attention to counseling and training women veterans who desire such service. The needs of women veterans under the Government's program are generally the same as those of men veterans, except for considerations such as their relatively small numbers as compared with the total veteran population, and the fact that their employment problems will be somewhat different from those of men.

Colonel Brown said in part: "An important problem is presented in the war-created interest on the part of many women veterans to prepare themselves for professions and vocations heretofore regarded as suitable only for men. In spite of military regimentation many men and women have found in Army and Navy service a new stimulation, a sense of freedom and satisfaction in doing jobs for which they are better adapted than for their prewar occupations. Having pioneered in the armed forces a woman will be prepared to pioneer in the civilian world. War service has developed for her certain techniques such as self-assurance, tact, determination, and a sense of humor and team work with which she is prepared to face hesitancy on the part of employers to give her a job and pay her according to ability rather than sex."

The Agricultural Education Section met with D. Z. McCormick, of the Vocational Training Division of the Veterans' Administration, to discuss the prob-

lem of training for veterans who expect to engage in farming. The use of advisory committees to assist in planning the training courses; the kinds of training to be provided; the qualifications of instructors; and some of the standards to be used in establishing agricultural training and placement for veterans were emphasized as factors which require attention.

Limited opportunities for adequate general and vocational education was given by Mark A. Smith, Superintendent of Bibb County Schools, Macon, Ga., as one reason for the shifting of people in his State from rural communities to cities or to other States. He said: "We cannot today train our pupils for tomorrow with yesterday's schools. The area vocational school is an important means through which adequate vocational training can be extended to all people. Are we prepared as men and women, as teachers, to do what is necessary to conserve the human resources of this country?"

"The Wider Use of the Community in Building Programs of Education," was discussed by O. C. Aderhold of the University of Georgia who stated that "One of the most pressing problems facing education today is the continuous development of our programs of instruction to meet the changing needs of the people. To shift the emphasis in the school program in order to meet wartime objectives was not very difficult because of the emotional stimulus furnished by the war. Perpetuating the desirable elements that came into the program during the past few years and planning for the peace are immediate and urgent responsibilities of all the educational forces on the local, regional, State, and national levels. Education made adjustments in line with emerging needs during the war period; education must now be planned looking toward the world at peace."

Mr. Aderhold reported on a series of studies made in the State of Georgia during the past 2 years with the purpose of getting the people in the communities and counties to assist with their own educational planning and to improve their own educational facilities. Special mention was made of the extent to which the communities helped to plan their own programs of vocational education.

In a discussion centering around the selection of personnel—both students and teachers—for trade schools, R. E. Iffert of the United States Office of Education raised four questions relating to selection including "Why," "How," "Who," and "When." In discussing "How shall we select?" he suggested four criteria which might be employed in determining the procedure to be used.

1. Selection must be based upon clearly defined and objective specifications.

2. Selection must so operate that the best interests of the selectee and the community are served.

3. The selection process must guarantee those, who are the best training

risks, a much better than random chance of being selected.

4. The procedure must be acceptable, workable, and practical.

The use of practical trade tests for the selection of teachers who have the necessary occupational competency was discussed by David Jackey, University of California, Los Angeles, and Eugene Fink, Supervisor of Industrial Teacher Training, Albany, N. Y. Both explained the procedures used in developing and administering the tests, and showed numerous examples of test material.

C. L. Greiber, State director of vocational and adult education in Wisconsin, was elected president of the association for 1946.

State Educational Agencies for Surplus Properties

Agencies to assist eligible public and private educational claimants to obtain available Federal surplus property at discounts permitted under Surplus Property Administration Regulation 14 have been established in 48 States, Hawaii, and Puerto Rico. Names and addresses of executive officers or directors of these agencies as reported to the U. S. Office of Education at the time of going to press follow:

- ALABAMA, Montgomery 4—E. B. Norton, State superintendent of education, State Department of Education.
- ARIZONA, Phoenix—E. D. Ring, State Superintendent of Public Instruction, State Department of Public Instruction.
- ARKANSAS, Little Rock—William H. Moore, Director, Arkansas Educational Agency for Surplus Property, State Department of Education.
- CALIFORNIA, Sacramento 14—Roy E. Simpson, State Superintendent of Public Instruction, State Department of Education.
- COLORADO, Denver—H. Rodney Anderson, State Purchasing Agent, State Capitol.
- CONNECTICUT, Hartford—Alonzo G. Grace, State Commissioner of Education, State Department of Education.
- DELAWARE, Wilmington—J. Francis Blaine, P. O. Box 1670, 25th and Broom Streets.
- FLORIDA, Tallahassee—C. H. Overman, Secretary and Director, Florida State Improvement Commission, P. O. Box 149.
- GEORGIA, Atlanta 3—J. W. Sikes, Director, Division of Surplus Property, 238 State Office Building.
- IDAHO, Boise—G. C. Sullivan, State Superintendent of Public Instruction, State Department of Education.
- ILLINOIS, Springfield—J. C. Mutch, Assistant Superintendent, State Department of Public Instruction.
- INDIANA, Indianapolis 4—H. G. McComb, Executive Officer, Indiana Educational Agency for Surplus Property, Room 227, State House.
- IOWA, Des Moines 19—Roland G. Ross, Supervisor, Occupational Information and Guidance, State Department of Public Instruction.
- KANSAS, Topeka—C. V. Kincaid, State Business Manager, State House.
- KENTUCKY, Frankfort—Gordie Young, Assistant State Superintendent of Public Instruction, State Department of Education.
- LOUISIANA, Baton Rouge 4—C. E. Laborde, Executive Officer, Louisiana Educational Agency for Surplus Property, State Department of Education.
- MAINE, Augusta—Harry V. Gilson, State Commissioner of Education, State Department of Education.
- MARYLAND, Baltimore 1—T. G. Pullen, Jr., State Superintendent of Schools, 1111 Lexington Building.
- MASSACHUSETTS, Boston 33—John J. Desmond, State Commissioner of Education, State Department of Education.
- MICHIGAN, Lansing 2—Eugene B. Elliott, State Superintendent of Public Instruction, State Department of Public Instruction.

MINNESOTA, St. Paul 1—Dean M. Schweickhard, State Commissioner of Education, State Department of Education.

MISSISSIPPI, Jackson—W. D. Hilton, Director of Office of Surplus Property.

MISSOURI, Jefferson City—Roy Scantlin, State Superintendent of Education, State Department of Education.

MONTANA, Helena—Elizabeth Ireland, State Superintendent of Public Instruction, State Department of Public Instruction.

NEBRASKA, Lincoln 9—Wayne O. Reed, State Superintendent of Public Instruction, State Department of Public Instruction.

NEVADA, Carson City—George E. McCracken, Office Deputy, State Department of Education.

NEW HAMPSHIRE, Concord—Walter M. May, Deputy Commissioner of Education, State Department of Education.

NEW JERSEY, Trenton 8—George S. Allen, State Department of Public Instruction.

NEW MEXICO, Santa Fe—R. H. Grissom, Educational Budget Officer, c/o State Department of Education.

NEW YORK, Albany 1—George D. Stoddard, State Commissioner of Education, State Education Department.

NORTH CAROLINA, Raleigh—W. Z. Betts, Director of the Division of Purchase and Contract.

NORTH DAKOTA, Bismarck—O. S. Johnson, State Capitol.

OHIO, Columbus 15—Walter G. Rhoten, State Department of Education.

OKLAHOMA, Oklahoma City—Joe R. Holmes, Surplus Property Agent, Room 214, State Capitol.

OREGON, Salem—Rex Putnam, State Superintendent of Public Instruction, State Department of Public Instruction.

PENNSYLVANIA, Harrisburg—Paul Cressman, Director, Bureau of Instruction, State Department of Public Instruction.

RHODE ISLAND, Providence 3—James F. Rockett, Director of Education, State Department of Education.

SOUTH CAROLINA, Columbia 10—James H. Hope, State Superintendent of Education, State Department of Education.

SOUTH DAKOTA, Pierre—A. B. Blake, Secretary of Finance, Capitol Building.

TENNESSEE, Nashville—Harvey T. Marshall, Director, Tennessee Educational Agency for Surplus Property, State Department of Education, 409 Seventh Avenue, N.

TEXAS, Austin—Weaver H. Baker, Chairman, Texas Educational Agency for Surplus Property, State Board of Control.

UTAH, Salt Lake City—J. Easton Parratt, Utah Educational Agency for Surplus Property, State Department of Education.

VERMONT, Montpelier—Carl J. Batchelder, Deputy Commissioner of Education, State Department of Education.

VIRGINIA, Richmond 16—Linscott Ballentine, Assistant Supervisor, Trade and Industrial Education, State Department of Education.

WASHINGTON, Olympia—Pearl A. Wanamaker, State Superintendent of Public Instruction, Office of State Superintendent of Public Instruction.

WEST VIRGINIA, Charleston—Carl Riggs, Executive Officer, West Virginia Educational Agency for Surplus Property, 422 Capitol Building.

WISCONSIN, Madison 2—J. H. Armstrong, Executive Officer, Wisconsin Educational Agency for Surplus Property, State Department of Public Instruction.

WYOMING, Cheyenne—Esther L. Anderson, State Superintendent of Public Instruction, State Department of Education.

HAWAII, Honolulu—Neil W. Ackland, Deputy, Administrative Affairs, Department of Education.

PUERTO RICO, San Juan—Antonio V. Rios, Administrator, General Supplies Administration.

Follow-Up Report of Workshop

Persons who received a copy of *A Nutrition Workshop Comes to the Campus*, the report of the Terre Haute Workshop on Nutrition Education in the Elementary School, no longer available except on loan, will be interested to know that they can secure *A Follow-up Report of the Terre Haute Workshop* by request from Helen K. Mackintosh, U. S. Office of Education, Washington 25, D. C.

National Folk Festival

The twelfth annual National Folk Festival will be held in the Music Hall, Cleveland Public Auditorium, Ohio, May 21-25, inclusive, the National Folk Festival Association announces. The Festival will be a part of Cleveland's Sesquicentennial Celebration and will be jointly sponsored by the Sesquicentennial Commission and Western Reserve University.

Further information may be secured from the Association, Room 286, Public Auditorium, E. Sixth and Lakeside Avenue, Cleveland 14, Ohio.



Dr. Clarence Poe, who represents agriculture on the Federal Advisory Board for Vocational Education, was elected chairman at the recent Board meeting held at the U. S. Office of Education. The Board serves in an advisory capacity to the U. S. Commissioner of Education for the several fields of vocational education.

Information About Atomic Energy

Evidently a place to go for information about atomic energy is to the recently organized National Committee on Atomic Information jointly sponsored by a group of leading scientists, members of the Federation of Atomic Scientists, and 60 national organizations. Its goal is "public understanding of the scientific facts of atomic energy and their implications for society."

Materials will be made available at cost. The first offering is a "Kit on Atomic Energy for Study Groups and Discussion Leaders" priced at \$1 post-paid, which contains a discussion outline, a reading list with notes on free and inexpensive materials available in quantity, and a balanced assortment of the latest authoritative books and pamphlets, the Committee announces. Also available are such items as "Questions and Answers about Atomic Energy," 24 pages, 10 cents; and "Education for Survival in the Atomic Age," 6 pages, 5 cents.

The Committee offices are located on the same floor with the Federation of Atomic Scientists and the Federation of American Scientists at 1621 K Street NW., Washington 6, D. C.

"Forty Years in Vocational Education"

by J. C. Wright,¹ Assistant Commissioner for Vocational Education

THE YEAR 1946 marks the fortieth anniversary of the movement leading to the organization of the American Vocational Association. Early in the spring of 1906 Prof. Charles R. Richards of Teachers College, Columbia University, and Dr. James P. Haney, director of manual training in the New York City schools, took the lead in calling together a small group of men to discuss the need for organizing a national society which would promote industrial education. Forty years ago the term "industrial education" was used with very much the same meaning as is attached to "vocational education" today.

The meeting sponsored by these two pioneers was held on June 9, 1906, at the Engineers' Club in New York City. . . .

It was evident from the discussion at the meeting that the group was unanimous in believing some action should be taken to form a national society. A subcommittee of five was appointed to draft plans for a public meeting at which a plan of organization could be presented for approval.

Organization of National Society for the Promotion of Trade and Industrial Education

The public meeting was held November 16, 1906, at Cooper Union in New York City. Among the 161 persons whose names appeared as sponsors of the movement was that of President Theodore Roosevelt. In all, 250 persons attended. They came from New York; Chicago; Boston; Philadelphia; Springfield, Ill.; Milwaukee; Menomone, Wis.; Buffalo; Cincinnati; and Raleigh, N. C. Dr. Henry S. Pritchett was elected president. Dr. Nicholas Murray Butler addressed the assembly, and made the statement, "It seems to me that this society has taken hold of one of the most important and far-reaching of our social and industrial problems."

¹ Excerpts from an address at the annual banquet of the American Vocational Association, February 7, 1946, Buffalo, N. Y.

The year 1907 was given over to studies of a number of industries and to the formation of State committees which were charged with the duty of promoting similar organizations within their respective States.

Early Meetings of the National Society

The first meeting of the National Society for the Promotion of Industrial Education was held in Chicago on December 5 and 6, 1907; the second in Atlanta, Ga., November 1908; and the third in Milwaukee, December 1909. Each succeeding year, the society, by whatever name it has been called, met in one of our principal cities from east to west and from north to south, with an ever increasing membership and a constantly expanding program.

A review of the printed programs and of the subjects under discussion as the years passed show a widening of the horizon in the conception of vocational education of less than college grade; a zealotness in keeping the faith with the founders of the society; and a desire to promote a new type of education having the objective of preparation for useful employment in industry, on the farm, in the home, and in the marketing of products of both farm and factory.

A review of these yearly programs also shows a consistent philosophy of what is meant by vocational teacher training; of the value of occupational experience in the qualifications of vocational teachers; of the need for apprenticeship, for part-time and evening extension courses for employed workers; and of the value of occupational surveys in determining the need for vocational training.

The National Society, now known as the American Vocational Association, has a right to be proud of its leadership during the four decades that have passed since 1906. * * * As a means of implementing its program, it sponsored and secured the passage of the Smith-Hughes Act, and other acts supplementary thereto. * * * Throughout these years the National

Society has been guided by able leaders, many of whom have left us or are now approaching the age of retirement. New leaders must come forward and be prepared to follow through and "Keep the Faith."

It is fitting that at the fortieth annual meeting of this Association your speaker, who has been a member for one-third of a century, a life member since 1929, a member of the staff of the Federal office from the beginning of the program, and who is now in his twenty-fifth year as the directing head of the Federal staff, should enumerate to you some of the principal accomplishments under the Smith-Hughes and supplementary Acts. * * *

Outstanding Accomplishments Since 1917

In our annual reports, we have presented statistics on enrollments, expenditures, and other fiscal developments and accomplishments under the specific provisions of the vocational education acts. Let us now present some of the most outstanding developments and accomplishments not specifically recognized as needs when the Federal Board for Vocational Education was organized in 1917.

Training for Leadership in Vocational Education

When the National Society was organized in 1906, leadership in the organization was largely in the hands of employers, labor, engineering institutions, technical institutes, and social workers. The professional leader in vocational education, of which we now have fifty or sixty thousand serving as teachers, supervisors, teacher trainers, or directors of vocational education, was conspicuous by his absence from the picture. The total number of recognized directors or supervisors in charge of city and State programs probably could have been counted on the fingers of your two hands.

* * *

When the Federal Board for Vocational Education was organized in 1917, members of its professional staff found

few State and local leaders who had any previous experience in the administration of vocational education. The States of Massachusetts, New York, Pennsylvania, Wisconsin, Connecticut, and Indiana had made some progress, but in other States it was necessary to begin at the beginning. In recognition of this great need for leadership in all fields of vocational education, the Federal Board issued its policy in 1918 permitting the use of teacher-training funds for State supervision. A few years later the policy was extended to include local supervision. Under the impetus of this policy, national leadership training conferences such as those conducted in Minneapolis, Minn., in 1921 and 1922, and later at Blue Ridge, N. C., were held for the training of supervisors, teacher trainers, and conference leaders.

These pioneering schools of instruction, along with regional conferences and other special training programs conducted by members of the Federal staff and by representatives of State boards for vocational education, are entitled to high rank among any list of accomplishments since 1917. Through them many of you were definitely aided in attaining leadership in vocational education. But you, too, shall pass away and after you there cometh another, and so on without end. Each new generation will call for additional training for leadership. It is a continuous program with an ever receding horizon.

Future Farmers of America

Another outstanding accomplishment in vocational education, not specifically recognized when the Smith-Hughes Act was passed, was the development of the Future Farmers of America organization. Because of its sound structure and program of activities, interest in training for farming occupations was greatly increased, and practical motivation for satisfactory establishment in farming was provided. Specific training in leadership, citizenship, cooperation, thrift, service, and recreation was responsible for farming's taking on new dignity and importance in the minds of both youth and adults. * * *

The Individual Farming Program

The individual farming program that is planned and executed by the student

of vocational agriculture as a means of establishing himself in farming and to give a sound and practical basis for the vocational training program is another of the most significant and productive accomplishments in agricultural education since 1917. This program is an outgrowth of the required 6 months of supervised practice work and has made it necessary for the teacher of vocational agriculture to visit the home of each student not only to fulfill the "letter" of the law but also to evaluate the student's opportunities for engaging in farming activities, and to help him formulate a long-time farming program. This individual farming program helps to develop proficiency in farming and to establish the student in a specific type of farming. The individual farming programs thus developed become the core of the instructional program in the school and keep the instruction on a practical and sound basis. The Future Farmers of America organization aids greatly in promoting this program.

Factors for Evaluating the Efficiency of Vocational Education

Another major accomplishment has been the development of a set of standards or efficiency factors used to evaluate classes in vocational education. In the opinion of many persons this development did more to secure an appreciation and common understanding of the fundamentals of a good vocational training course than any other single thing that has been done.

The mere evaluation of specific class situations has probably not greatly affected the work done, but this method of indoctrinating school officials in the underlying principles has had tremendous effect. Once the principles of functioning subject matter, of occupationally competent teachers, of properly selected students, of training on a productive basis and in a practical environment are accepted, the whole treatment of vocational education is viewed in a different light. When school administrators realize the meaning of these efficiency factors and the reasons back of them, many of the problems of providing the conditions needed for effective vocational education disappear.

Coordinated Program of Education for Homemaking

The development of a coordinated program of education for homemaking in which the work of each age group is correlated with the work of other age groups in the program, is in strong contrast to earlier programs in which isolated courses were organized independently for in-school youth and for adults.

This coordinated program provides education for homemaking for the individual at different stages of development and is accomplished:

(a) Through joint work among home economists responsible for junior high school programs, for vocational and other high-school programs, and for adult programs;

(b) Through cooperative relations between home economics and other departments in the school contributing to education for homemaking; and

(c) Through cooperative relations between schools and other community organizations and agencies offering educational services to families.

As long as the different phases of homemaking were taught independently of each other, and other departments in the school were also teaching about the home, educational experiences for youth tended to be spotted, unrelated, and incomplete. They lacked the force and clearness which coordination gives to a program in which many elements must be combined toward a single high objective.

Methods of Job Analysis

The development of methods of job analysis was one of the most important new developments in the whole field of vocational education subsequent to 1917 because job analysis is a fundamental approach to the solution of problems of vocational education.

* * *

Vocational Training for Distributive Occupations

An outstanding development in the field of business education has been the recognition of the need for vocational training for the distributive occupations. The Smith-Hughes Act provided for training in occupations having to do with production, namely, agricultural and trade and industrial education; and training for consumers through courses in home economics.

As a result of a growing conviction that distribution is vitally important in our national economy, provision was made in the George-Deen Act for training the great body of workers in the field of distribution.

Since 1937, and to some extent prior to that time, training has been given to hundreds of thousands of distributive workers, both youth and adults. This training has included various occupational levels.

Utilization of Representative Advisory Committees

The establishment and organization of training programs with the advice and counsel of representative advisory committees was early recognized as a fundamental principle in vocational education, even prior to the enactment of the Smith-Hughes Act. The development and utilization of representative committees, however, did not keep pace with social and economic changes. This situation brought about greater effort on the part of the Vocational Division of the U. S. Office of Education in providing assistance and leadership in the organization and use of representative committees.

During the past several years, much has been accomplished in this direction. State plans for vocational education now contain provisions which require the use of such committees at least on the local community level, and many provide for State advisory committees. Through the work of these committees a much better relationship exists between management, labor, and the schools.

Training for Public Service Occupations

Another development not specifically recognized when the Federal Board was organized in 1917, is in-service training in public service occupations. While training for agricultural, trade and industrial, and homemaking pursuits was recognized as a necessity when the Smith-Hughes Act was passed, it became clearly evident as the years passed that training and up-grading servants of the public was a phase of public vocational education which had an identity and for which adequate provision had not been made in any of the existing services. It was also apparent that persons in the public employ

were as entitled to such training as workers in industry or other phases of the vocational education program, especially if the taxpayer was to get value received for money expended.

Occupational Information and Guidance

The most outstanding development in the guidance field is undoubtedly the making available to the States of funds which could be used for State programs of supervision in occupational information and guidance.

Previous to 1938, only one State—New York—had a person in charge of guidance as a specific and separate activity, although Vermont had a person in whose title the word "guidance" appeared. In 1946, 41 States have provisions for State supervision in this field. Although 9 of these States do not use vocational funds, there is a direct connection in almost every one of them between the leadership and field work of the Federal Office and the establishment of the new services in the States.

Vocational Training for War Workers

The most outstanding accomplishment in the field of trade and industrial education which was not specifically recognized when the Federal Board for Vocational Education was organized in 1917 has been the program of vocational training for war production workers. The rapidity with which this program was put into operation and the extent to which it served the needs of the Nation in time of war is striking evidence of the developments which have taken place in the trade and industrial program of our public schools during the years since the passage of the Smith-Hughes Act. The industrial schools of the country did contribute to the war efforts of our country during World War I, but there were not a sufficient number of schools or of trained directors, supervisors, and teachers to meet the needs of the country during that war. During World War II, however, all and more than could be expected of a Nation-wide system of vocational schools contributed.

Food Production War Training

Another important part of the war production training program was that carried out in the field of agricultural

education. Starting with general pre-employment training for farm youth to enable them to enter war industries, this program was soon modified to help the Nation meet its greatly increased needs for food, fiber and oil-bearing crops, and livestock; and for training in the operation, maintenance, and repair of farm machinery.

These special programs for national defense and war production indicate the vast contribution which vocational education made in converting our country to a wartime economy.

A Billion Dollar Capital Investment

I doubt whether the sponsors of the Smith-Hughes Act visualized the billion dollar capital investment in buildings and equipment for the Nation's public schools made since 1917. The capital investment made by the local, State, and Federal governments may be somewhat less or even more than my estimate for we do not have actual figures on which to base our statement. However, we do know that Milwaukee has a mammoth 7-story building, covering 11 acres of floor space, and 210 rooms which now accommodate 10,534 pupils during the day and 16,092 pupils during the evening. The annual operating budget exceeds 1 million dollars.

We do know that Buffalo, New York City, Philadelphia, Los Angeles, Toledo, Chicago, Jacksonville, Miami, St. Louis, St. Paul, New Orleans, and many other cities throughout the cooperating States, Hawaii, and Puerto Rico have erected and equipped new buildings costing large sums of money, especially designed for vocational schools.

Fully 6,000 separate buildings for teaching vocational agriculture have been erected since 1917 at an estimated cost of \$60,000,000. During World War II, \$48,600,000 was invested in equipment by the Federal Government for war production training. This equipment has now been given to the vocational schools.

State and Local Governments Have Exceeded Matching Requirements

The Smith-Hughes Act contemplated that for every dollar of Federal money expended for the salaries of teachers, supervisors, and directors, the State and local communities should expend an

equal amount. This matching ratio was reduced to 50 percent during the first 5 years of the George-Deen Act. The record shows that during the 29 years in which the Federal, State, and local governments have carried on this great cooperative program in vocational education, the States and the local public schools have invested \$2.50 for each \$1 of Federal funds received.

In addition to the foregoing developments and accomplishments there are many others, some of which are listed below without any attempt to evaluate their importance:

The cooperative part-time diversified occupations program; procedures for training conference leaders; development of the conference procedure; foreman training; the Future Homemakers of America organization; in-service training of teachers; the food processing and food preservation program; the extension of the vocational acts to Hawaii, Puerto Rico, Alaska, and the District of Columbia; a study of vocational-technical training of less than college grade; a study of vocational education in the years ahead; and the Model Aircraft Project carried on in cooperation with the United States Navy in which 800,000 planes were made of 80 different models. This was a joint program involving industrial arts and vocational education.

Keeping the Faith

It has been my privilege to serve 51 years in educational work. In this half century, 3 years were served as a teacher in one-room country schools; 10 years as a teacher in high schools; 2 years as a superintendent of a city school system; 5 years as a director of vocational education in Kansas City, Mo.; and 29 years on the Federal staff under the Smith-Hughes Act. Two years were taken out for attendance at college.

During 10 of these years I taught classes in the summer schools of Chicago, Harvard, and Columbia universities. I have had many students from all parts of our country and some from India, China, and Latin America. I have organized and conducted many conferences and surveys of vocational education in many of the States, in Hawaii, and Puerto Rico, in the Canal Zone, in Mexico, and in South American

countries. Through these activities it has been my privilege to meet and to know many of you and for you to know me.

For these reasons I am taking advantage of this opportunity to admonish each and every one of you to "keep the faith"; to resist with all the power you possess all efforts to lower standards that have stood the test of time; to serve with all your strength both youth and adults in every possible way in their preparation for earning and working to live—that this land of ours may always be first in industry, first in agriculture, first in business, and first in the home life of its citizens.

I am indebted to Charles F. Kettering for the story of the college dean who taught medicine in one of our large universities. Like your speaker, this college dean had served many years in his profession. Each year in his lecture just before commencement time, he would close by saying:

"Young men we are together in our official capacity for the last time. We have had a very pleasant year. You have been a good class. You have cooperated with me in every way and I have enjoyed working with you.

"During the years we have been together I have taught you many things out of my long years of experience in medicine and from the best books and practices available. The books we have used have been the most authentic and widely used that could be obtained. But before we part company I feel I should caution you that the science of medicine is developing so rapidly that in a few years from now perhaps half of the things I have taught you won't be so. Unfortunately, I don't know which half that will be."

The science of medicine is no different in its rapidly changing aspects from the science of vocational education. During my half century in public-school work I have seen many changes in the national economy. I have seen the automobile and telephone emerge from the luxury stage to a common necessity in the daily life of our people and as sources of employment to 8 million men and women. I have seen the X-ray, motion picture, radio, harvester-combine, aeroplane, television, electronics, and now the new atomic discoveries

come into being with their revolutionary effects on the jobs at which people work for a living.

Must Be Prepared to Make Changes

We are living in a changing world. We must be prepared to make all necessary changes in vocational education to keep in step with these changing conditions. Like the dean of the medical school, I do not now know what the future changes will be. I can only say to you in the language of the dean, "We are probably meeting together in our official capacity for the last time. We have had a very pleasant association over the years. You have been very cooperative with me and I have enjoyed working with you. * * *"

President's Highway Safety Conference

A Highway Safety Conference has been called by President Truman. Its purpose is to develop an action program designed to halt the serious increase in traffic accidents since gasoline rationing was terminated. The sessions will be held in Washington May 8-10, and Philip B. Fleming, Major General, U. S. A., has been named general chairman.

Those invited to participate in the conference include State, municipal, and other officials with legal responsibilities in matters of highway traffic, together with representatives of local and national organizations actively engaged in highway safety work.

George D. Stoddard, New York State Commissioner of Education, is serving as chairman of the conference Committee on Education with Robert Eaves, of the National Education Association, as secretary. Bess Goodykoontz, Assistant U. S. Commissioner of Education and Director of Elementary Education, has been appointed a member of the Education Committee.

The Committee on Education expects to prepare a report in which there will be outlined the objectives for traffic safety in each of the four fields—elementary education, secondary education, teacher education, and higher education.

Building Facilities for Physically Impaired Children in Public-School Systems

A WORKSHOP on school plant facilities was conducted at George Peabody College, Nashville, Tenn., in the summer of 1945 by Dr. Ray Hamon, Chief of School Housing, U. S. Office of Education. One of the problems studied at the workshop concerned building facilities for physically handicapped children. The following report by Mrs. Billie Keefe, Executive Secretary, Tennessee Society for Crippled Children, who was a member of the workshop, sets forth some of the basic essentials in building arrangements and equipment for physically handicapped children.

In this article we are considering only the physical facilities and equipment needed in providing an education for the physically impaired, or, as more commonly known, the physically handicapped children of school age in day-school systems. In making such provisions we have four courses to follow: (1) Provide a special school for physically impaired children of one type or of various types; (2) provide special classes in regular schools; (3) adapt the regular classroom program to meet the needs of the physically impaired; (4) provide teachers for the homebound or hospitalized.

These measures are not offered as alternatives; all four courses should be used in varying situations. A special school or a special unit within a school would ordinarily be needed in a large city. Special classes are more often appropriate in smaller cities and towns. Adaptation of regular classes is needed in rural areas and in some small urban school districts. Home or hospital teaching is required for children who because of a physical disability find it impossible to leave their homes or are confined to a hospital or convalescent home.

The Special School or Special Unit

First, let us think of the special school which serves one or more types of physically handicapped children—the orthopedically crippled, those with defective hearing, the visually handi-

capped, children of lowered vitality, those suffering from cardiac difficulty, and those suffering from convulsive seizures. The objective of the special school is to prepare all these children for as nearly normal living as possible. Therefore, as rapidly as the children are ready for transfer from the special school, they are sent for a part or all of their work to a regular school to participate in the activities of physically normal children in accordance with their abilities.

A number of special schools exist throughout the country. Some are for crippled children only. Some are units for the deaf or for the delicate, either organized in separate buildings or in connection with a regular school building. Some special schools accommodate several or all groups of handicapped children. Even these may be housed in a wing or other unit of a regular school building, or they may be in separate buildings. Whatever housing arrangements are made in relation to other elementary and high-school buildings, the physical facilities and equipment provided should be the same for a given type of handicap.

For example, any crippled children enrolled in school should be able to enter the building from the street, and those who are orthopedically or organically so seriously handicapped that they cannot or ought not to climb stairs should be able to walk through the entire building without going up or down steps. All upper floors, if such exist, should be accessible by ramps or elevators. Ample exits should be provided in case of emergency.

Floors should all be unwaxed to prevent slipping. Asphalt tile is usually preferred, except for classrooms used by deaf or hard-of-hearing children. Acoustically treated ceilings are important throughout the building, as in any school.

The auditorium and playground are as necessary in a special school as in any regular school. The lunchroom should have tables made in such a way as to allow wheel chairs to be brought up to

them with comfort to their occupants. All the departmental activities, like industrial arts and homemaking, which are suitable for normal children are adaptable also to the physically impaired and should therefore be included in drafting the plans of a special school.

In every special school there should be a room for rest and relaxation, with folding cots, pads, and blankets. A regular period of rest is desirable for every crippled or delicate child of elementary age, and even in the high school for cardiopathic and cerebral palsied children.

Orthopedic Units

Orthopedic classrooms should be planned to provide for not more than 25 children. Movable and adjustable desks are required, and often special leg rests are needed for the child who must wear braces. A washbasin and a drinking fountain in each classroom are desirable in order to eliminate unnecessary walking for those who have special difficulty. Wheel chairs should be available for those who cannot walk.

Handrails should line every wall throughout a building used for crippled children, in order to encourage them to walk without using their crutches. Also the playground should be provided with handrails.

Children with cerebral palsy in a city school system are sometimes grouped in a class of their own because of the additional relaxation they require and the necessity of adjusting class work to their particular condition. They may need seats, desks, and tables specially made for the individual child. At luncheon, in assembly, or at play, opportunity should be theirs to mingle with other children in a socializing atmosphere.

In order to facilitate medical treatment for those who need it, it is advocated by some that a special school for crippled children is best built near a hospital center in which medical treatment can be administered. Sometimes physical therapy also is given in the nearby hospital center. If not, the school building itself should by all

means have a physical therapy department, with several connecting massage rooms. Full-length mirrors are a requirement here and are desirable also at the end of all halls in the building to encourage correct posture. Essential equipment in the physical therapy department includes: Massage tables, treatment tank, treatment tables, bakers, stationary bicycle, rowing machine, walking rail, cots, stall bars, gymnasium mats, walking ladders, walking steps. Additional equipment found necessary for individual cases can usually be constructed as needed.

An occupational therapy room is another important feature of a special school which serves crippled children. It should be large and should have equipment for children of all ages, including large toys, looms for weaving, hand-made games, bicycle saws, and all types of industrial arts equipment.

Unit for Visually Handicapped

Blind children, except in the largest cities, are ordinarily educated in a State or private residential school for the blind. A few large cities conduct day classes for the blind, and provide for them all the equipment that the use of touch instead of sight necessitates. This includes Braille books, Braille slates, Braille typewriters, peg boards, radios, dictaphones, talking book with records, embossed maps, models, and other devices of particular use with the blind.

Sight-saving classes, for children who have partial sight, are definitely a part of the day school's responsibility. The sight-saving classroom needs to be as large as an ordinary classroom but the number of children in the class will be much smaller. In most instances partially seeing pupils are in the special classroom only for study, preparation of written assignments, and individual work with the teacher. They join normally seeing children in general classroom activities at their respective grade levels.

The location of the sight-saving classroom in the building depends upon climatic conditions. A clear open space outside the room is advisable, but glare from snow or sand should be prevented. The important item is to secure optimum lighting, with the reduction of glare and shadows to a minimum. Unilateral lighting is considered most de-

sirable, and a minimum of 30 foot-candles has been recommended. The window area should be at least 20 percent of the floor area (25 percent is desirable) and should reach as near to the ceiling as possible. Each window should have two translucent, buff-colored shades in a soft finish. The shades should be wide enough to prevent streaks of light from entering at the sides.

Ivory or light cream ceilings are best, with buff-colored walls in temperate zones. In a subtropical area green, gray, or blue may be preferred. Much wall surface for writing is required in order to reduce to a minimum close eye work. Dark green writing boards are ordinarily used, and, when not in use, should be covered with shades similar to the window shades. The dark board when exposed lessens the available light in the room. Some prefer to have the board tilted in order to prevent glare when writing on it. All walls should have a dull finish to prevent glare.

Adjustable and movable desks must be used so that pupils may move them about the room in order to secure the proper light. Desk tops should be equipped with adjustable rods so that books and papers may be held in place on the sloping surface. It should be possible to push the desk top backward or forward mechanically, in order that the distance of the material from the eyes may be adjusted to individual differences.

All furniture should be in a dull finish and all equipment have rounded corners. Cabinets built in the wall prevent the child with extremely poor vision from bumping into them. Some of the other special equipment needed in sight-saving classes is as follows: Work tables and chairs for hand work; easels for brush work; typewriters with large type; books in 24-point type on a flat-finished cream-colored paper; maps with heavy outline and no fine detail; globes with black or brown land masses and blue water, detail to be supplied by using chalk; slightly rough unglazed paper; pencils with fairly soft, thick, heavy lead; pens making broad lines and used with India ink.

The use of the dictaphone by teacher and pupils will save eyestrain. Talking books are likewise excellent. The radio has been most helpful when special pro-

grams are planned and lesson guides prepared in advance for teacher and pupils. The entire day's program in a sight-saving class must be designed to train the ear and conserve eyesight. Rest periods for the eyes should be frequent throughout the day.

Units for Deaf and Hard of Hearing

Like totally blind children, the profoundly deaf have educational facilities provided for them in residential schools supported by the State. Many local city school systems likewise have classes for the deaf, or even, in the largest cities, a whole group of classes organized as a school. The hard of hearing—those with a definite hearing loss, but still having a significant amount of usable hearing—are the responsibility of day-school systems. Hearing conservation, lip reading, and speech training are all involved in the instructional program planned for them, and contacts with normally hearing children in as many general classroom activities as possible are encouraged.

Like classes for the blind and for the partially seeing, those for the deaf and seriously hard of hearing should be small. The floors of the classroom should be of hardwood, air-spaced below to permit awareness of vibrations which are so important in developing facility of communication among children who have seriously defective hearing. Special hearing devices and equipment for transmitting sound are needed, in order to utilize every bit of residual hearing a given child has. Specially wired through floor conduits, there is telephonic communication at each child's desk for the mechanical amplifying instrument used by the teacher. With the aid of microphones, head sets, and individual volume controls, a pupil can often detect and interpret sounds to which he is otherwise utterly oblivious.

Audiometers for testing hearing should be available. Mechanical instruments have been developed, too, on which the pupil can "see" the loudness and pitch of his voice as indicated by the machine. Such an indicator helps him to correct imperfections of voice and thus to improve his speech. A piano is a very necessary piece of equipment, to be used to develop an appreciation of rhythm and pitch through fingering the vibrating strings.

A phonograph is also valuable, particularly if used in connection with amplifying devices.

Since deaf and seriously hard-of-hearing children must depend upon their sight more than upon their hearing, much blackboard space is necessary. So, also, a moving-picture projector and screen are important, by which films showing speech mechanism can be shown, as well as many other films depicting educational subjects. Every device possible must be employed to help the child to develop or to conserve as nearly normal speech as possible, since he is deprived of the opportunity of hearing speech accurately and so of imitating that which he hears. Speech mirrors to help him to see and to correct his own speech formation are essential in this connection.

For Speech Handicapped

The speech defective child can ordinarily attend regular classes quite satisfactorily, but needs remedial help given periodically either individually or in a small special group. Speech mirrors are important here, too, but other special equipment of a material sort is not necessary.

To the speech center will come many of the children who are in other special classes. The cerebral palsied child will be a most frequent pupil. Of course, each speech handicapped child should be examined for a physical or functional reason for his speech defect, and medical treatment given where indicated.

For Other Handicapped Children

There remain to be considered children with lowered vitality, cardiopathic children, and children subject to convulsive seizures. The first two of these groups need no special equipment except rest rooms and cots. They should have short periods of class work and long periods of rest, with medical supervision. The third group is all too often excluded from school even though the seizures may be mild and of short duration. A few school systems have organized special classes for them as separate units within a larger school plant. They require only careful supervision, care lest they hurt themselves in a fall, the services of a nurse when necessary, and of course medical treatment.

Special Classes in the Regular School

When a special class for any group of handicapped children is established in a regular school, the same equipment should be provided as in a special school. Ideally, *every* school should be equipped with ramps or an elevator, if it is not a one-story building, accessible from the ground. Too many children are not receiving the education they should have because they cannot climb steps. *Every* school should be provided with several cots for children needing a rest period during the day.

The orthopedic class, the class for visually handicapped, and any other special class should be made an integral part of the total school program, and the handicapped children enrolled in them should be accepted in the general programs with other children at assembly, in the lunchroom, and elsewhere. Often selected pupils from a special class within a regular school may meet with so-called "normal" children for part of the day's work, chosen carefully within the child's ability to participate with others.

Above all, the number of children in special classes should be kept small, and with some groups, such as the cerebral palsied, it is necessary to place two rooms at their disposal, one for general classroom activities, the other for handicrafts. Visiting occupational therapists and physical therapists are needed for the orthopedic groups. A visiting speech correctionist should frequently meet with children who need this type of service. Though a special class is small, it should have all the specialized attention it needs.

Adapting the Regular Classroom

It is frequently a difficult problem to adapt the regular class to meet the needs of physically impaired children. This is true especially when there is a lack of understanding on the part of the teacher. Many times we hear of cases of the "bad boy" or the boy who pays no attention to the teacher and is punished, only to find out later that he has defective vision or is hard of hearing. Good lighting is essential in all schools, but the partially sighted child must be given the advantage of the best light. His desk should be placed near the window at the proper angle, and, if he is left-handed, adaptation should be made

to meet this condition. His work should be so planned by the teacher as to require as little use of eyes as possible. A reader may be employed to read his lessons to him after class. Special books and equipment should be secured for even one such child in a classroom.

The hard-of-hearing child should be seated near the teacher, and his desk should be at such an angle that his better ear can be used. It may be necessary to supply him with a hearing aid. The teacher should be able to recognize such a condition and make certain simple tests to establish her suspicions. A doctor should examine the child to determine whether medical treatment is needed.

The crippled child may need a special desk. The cerebral palsied child and the cardiac case, and sometimes other handicapped children, will need cots on which to rest. Special transportation is needed for many of the crippled children, either by rerouting the school bus so that it will go by the crippled child's home, or by arranging to have a teacher pick up the child in her car. Again it is emphasized that children unable to climb stairs should be able to enter the schoolhouse from the ground, and that a ramp to facilitate access to the building is valuable equipment for every school.

The best guarantee of service for the physically impaired child in the regular classroom is an understanding teacher. It is increasingly being recognized that *every* class of children is likely to include one or more who are physically impaired in one way or another, and that therefore every prospective teacher should be given in the course of her training some familiarity with handicapping conditions and with desirable methods of dealing with children who suffer therefrom. Too many times a child is retarded in his school progress only because someone has failed to recognize a physical impairment under which he is laboring.

Home-Bound and Hospitalized

Children who are confined to their homes or in a hospital because of a physical impairment should be visited by teachers and given appropriate instruction. The number of such teaching periods given a particular child varies in different situations, but at least two—

preferably three or more—hourly periods per week are considered desirable. In a few communities a two-way teaching device takes the form of telephonic intercommunication between the child's home and the classroom at school. Thus the child is enabled to hear from his bed what the teacher says and can also take part in the classroom program.

The special equipment needed for a home-bound or hospitalized child is that which his physical impairment demands: Perhaps a wheel chair, a reading desk, a bed table, or other items. The educational materials supplied should be rich and varied, supplementing textbooks to maintain the child's interest and to challenge his imagination. He, too, belongs to the great family of children whose special problems demand special attention.

Sources of Information

Those who are interested in securing further material concerning building and equipment for physically impaired children will find the following national organizations helpful:

National Society for the Prevention of Blindness (for the partially seeing), 1790 Broadway, New York, N. Y.

American Foundation for the Blind, 15 West Sixteenth Street, New York, N. Y.

National Society for Crippled Children, 11 S. La Salle Street, Chicago, Ill.

The Volta Bureau (for the deaf), 1537 Thirty-fifth Street NW., Washington, D. C.

American Society for the Hard of Hearing, 1537 Thirty-fifth Street NW., Washington, D. C.

On the State level, there is in each of some 27 States a division or bureau of special education in the State education department which stands ready to serve local communities with the problems of exceptional children. In practically every State, too, there is a State society for crippled children, operating on a voluntary basis, which not only helps in the medical care and treatment of physically impaired children, but also assists with educational and welfare services for them. Service clubs, such as Rotarians, Lions clubs, Kiwanis clubs, parent-teacher associa-

tions, frequently support local projects for the education of the handicapped. With the many agencies that stand ready to serve, every local school administrator has a wealth of resources at his disposal that should insure improved services for all physically impaired children. It is certainly much more economical to spend money today in helping the handicapped child to help himself than it is to spend many times as much money tomorrow in supporting handicapped adults at public expense.

Some Reading References

During the war very little school building was possible, but greatly increased building activity may be expected in the postwar period. In the years just previous to the war, a number of building projects for handicapped children were completed. Some of these are described in the articles listed below and may prove suggestive to administrators now contemplating building programs:¹

Anderson, A. Helen. "Denver Builds for Its Crippled Children." *American School Board Journal*, 102: 36-40, April 1941.

Bauer, Alexander H. "The Gaenslen School for the Physically Handicapped" (Milwaukee, Wis.) *American School Board Journal*, 101: 41-44, July 1940.

Berg, Selmer H., and Gardner, W. R. "Therapeutic Pool Heals and Thrills Crippled Children" (Rockford, Ill.) *American School Board Journal*, 99: 23, 74, December 1939.

Evans, William A. "The James E. Roberts School" (Indianapolis, Ind.) *American School Board Journal*, 94: 51-55, January 1937.

Frazier, Corinne Reid. "Special Schools for Physically Handicapped Children." *Nation's Schools*, 26: 18-20, August 1940.

Friswold, I. O. "Public School Facilities for Crippled Children" (Minneapolis, Minn.) *Minneapolis Journal of Education*, 18: 124-7, December 1937.

Jersey City. "The A. Harry Moore School" (Jersey City, N. J.) *The Board of Education*, 1943. 32 pp.

¹ Articles listed are limited to those appearing not earlier than 1935.

Koepfgen, Beatrice E. "Serving and Saving Handicapped Children: The Harold Upjohn School, Kalamazoo, Mich." *American School Board Journal*, 101: 45-48, July 1940.

Meador, Mildred. "A Public School for the Crippled Child" (Cincinnati, Ohio) *Public Health Nursing*, 30: 474-7, August 1938.

Mendenhall, Georgianna C. "One Modern Elementary School Now Houses Philadelphia's Crippled Children." *School Management*, 11: 189, 191, 197, March 1942.

Miller, Nadine. "Kansas City Cares for Its Crippled Children." *American School Board Journal*, 103: 38-9, October 1941.

Rist, Strothoff, O'Brien, and Schrosper. "School for the Physically Handicapped—Sunshine School, San Francisco." *Architect and Engineer*, 135: 37-9, November 1938.

Ruck, W. F., and Witkin, Zara. "Los Angeles Builds a School for the Crippled." *Architectural Record*, 82: 30-1, November 1937.

Street, Adelyn D. "Lighting the Sight-saving Classroom" (Evanston, Ill.) *American School Board Journal*, 98: 50-1, March 1939.

Van Dusen, Clarence R. "Public School Speech Clinic Rooms, Equipment, and Supplies." *Journal of Exceptional Children*, 6: 226-8, March 1940.

Weglein, David E. "Schools for Physically Handicapped" (Baltimore, Md.) *School Executives Magazine*, 54: 274-75, May 1935.

Wiley, G. M. "LaCrosse Rebuilds Its School Plant." *American School Board Journal*, 101: 33-41, November 1940.

National Committee on Film Forums Organized

For the purpose of determining educational standards applicable to the use of films for adult discussion groups, the National Committee on Film Forums has been organized recently by representatives of the American Association for Adult Education, the American Library Association, and The National Council of Young Men's Christian Associations, at a recent meeting held in New York City. The organization was formerly the Joint Committee on Film Forums.

State-Wide Visiting Teacher Services

THE following account of State-wide visiting teacher services in Virginia and Georgia was prepared by Katherine M. Cook, Consultant in Educational Services, Office of Education, as an added indication of continuing progress in the extension and improvement of this important phase of school programs. The objective of assuring for every child full participation in opportunities schools make available can be widely attained when such services are embodied in State-wide education programs, and thereby provided or made possible on a State-wide scale.

Provisions of the Virginia Plan

One of the interesting developments of the State education program in Virginia during the past school year concerns visiting teacher activities of the department itself, of division superintendents, and of the 57 teachers serving in this capacity in 55 divisions, of which 19 are urban and 38 chiefly nonurban in character. The whole plan, extending the services well over the State into its thickly populated as well as its more remote school divisions, is under the general direction of and subsidized by the State through its education department.

The following information regarding the Virginia plan is compiled from circulars and correspondence from the State Department of Education, R. F. Williams, State Supervisor in charge.

The plan contemplates that the visiting teacher services become an integral part of the local school program under the immediate supervision of the superintendents in the systems in which they work. Each division employing visiting teachers is reimbursed to the extent of two-thirds of the annual salary of the visiting teachers employed up to \$2,500 when qualifications are fully approved, and up to \$2,100 when qualifications are temporarily approved. Approval is a function of the State Board of Education, and together with the salary allotment, is available only for full-time service—in most instances in Virginia, 10 months. In addition to the salary, an "allowance proportionate to the amount

of travel required shall be made" from local school funds.

The Virginia plan for the establishment of visiting teacher services as a State policy and under State supervision is the result of a resolution adopted by the State Board of Education in January 1944, designed "to encourage all local school divisions" to employ such officials. Prior to this action, according to a circular of the department dated July 26, 1945, a number of school divisions, as local school units are known in Virginia, had employed attendance officers or visiting teachers, the terms being used more or less interchangeably. The chief function of such individuals was that of "investigating cases of unlawful absence." Early in 1944, an investigating and survey committee appointed to study education in Virginia, known as the Denny Commission, in reporting its findings, recommended, among other educational changes, the employment of visiting teachers whose functions were to be far more comprehensive than those previously assigned. In conformity with this recommendation the Governor of the State, in his annual message to the General Assembly, suggested that part of the \$175,000 appropriated for the employment of additional supervisors be made available also for employing visiting teachers whose activities and functions should be of the type suggested by the Commission.

By July 1945, 66 of the 98 school divisions had made application to the State for reimbursement for visiting teacher salaries, 45 of which had already appointed such officials. By October 1945, 75 divisions had made application.

Comparison With Other Practices

Virginia is the third State which during the past 2 years has adopted and put into practice a policy of providing for or encouraging through State subsidies the employment of visiting teachers by local school systems on a State-wide scale. In each, definite adaptations to State and local administration and organizational objectives were made to insure permanence and efficiency and to conform with school administrative policies and provisions, including financial.

In Michigan, where the township and district systems prevail outside of cities, the State subsidizes the salaries of visiting teachers employed by local school systems up to a maximum of \$1,500. In Louisiana the law requires each parish school system to employ at least one visiting teacher, to be appointed and paid as other parish school officials are. The State contributes \$2,400. In Virginia, visiting teachers are appointed and their salaries provided for under the plan used for supplying instructional supervisors in the several school divisions.

In each of the three States mentioned supervision is furnished by the respective State departments of education and some form of in-service training is provided for or required under State direction or through State department regulations. In each, too, teaching experience is a requisite as is professional preparation, varying in amount, of course, among the States, in both fields in which the visiting teacher works, namely, education and social work.

The functions assumed by the visiting teachers in the three States are alike in principle and in fundamentals but differ somewhat in detail, differences generally speaking being based on provisions previously instituted or available from some established agency for certain phases of treatment essential to complete service. For example, duties concerned with school attendance may depend upon laws, regulations, or provisions through which attendance officials, by varying titles, are or are not employed either by local school systems or by the State system as such. Similarly, services available from publicly or privately supported social agencies or child welfare clinics, among others, may determine to some extent the specific duties of visiting teachers in certain States or in certain local school systems. The fundamental function as stated in the program set up for Virginia, namely, "to help remove obstacles which prevent a child from satisfactorily adjusting to school life"—to which might be added getting the most value possible, consistent with his abilities, from school experiences—is common to statements of objectives of visiting teacher services in practically all school systems, State and local.

Interestingly and more specifically the Virginia State Department of Education through its circulars on visiting teacher services, suggests as follows activities covering all school levels, in which the visiting teacher engages in fulfilling her responsibility "to work sympathetically with children who fail to make good use of the opportunities the school offers":

Helps locate factors interfering with the child out of school.

Helps the school treat the child as an individual.

Counsels with the child's family, teachers, neighbors, and community groups.

Helps the child to take responsibility for himself.

Helps parents share the responsibility of the school.

Makes contacts with appropriate community agencies to secure help in solving problems of children and families.

Helps the teachers recognize symptoms which are significant and indicate the possibility or probability for delinquency.

In carrying out these activities the visiting teacher works chiefly with the following types of children: (1) Those who are failing in their work; (2) those who manifest aggressive antisocial behavior; (3) those with withdrawn, recessive behavior characteristics; (4) those who exhibit bizarre or socially undesirable behavior; (5) truants; (6) children who evidence a lack of physical vigor due to illness or neglect; (7) those who drop out of school; (8) those who are delinquent.

Qualifications, both general and specific, are established by the State Department of Education. Among general qualifications of visiting teachers are good health; personal qualities which demand respect and are conducive to the exercise of leadership; and appropriate professional study in education and social work. All qualifications must be approved by the State superintendent of public instruction through the Division of Instruction of the State Department of Education.

Special qualifications for the fully approved visiting teacher are: (1) the highest form of Virginia teaching certificate; (2) two semesters of appropriate training in social work or one year of successful experience; (3) at least 3

years of successful teaching experience or 2 years in teaching and 1 year in social work. For temporary approval as visiting teacher the candidate must meet requirements (1) and (2) above and must secure at least two semesters of appropriate training in social work from a recognized institution within 4 years after first employment as a visiting teacher.¹ In this connection suggested, but not prescribed, as appropriate courses to be included in the two semesters of social work are:

Case Work—which would be a study of the methods and principles of working with people, in understanding their problems, counseling them, and making community resources available to them.

Case Work Field Work—which would give practice work in an accredited social agency under careful supervision.

Psychiatric Principles—which would consider the principles of mental hygiene and the motivation of human behavior.

Child Welfare in Virginia—which would give an over-all picture of the Virginia child welfare situation.

Group Work—which would be the study of working with people in informal groups, such as family conferences, committees, and play groups.

Medical Information—which would consider the field of medicine as related to social adaptations, especially with relation to children's diseases and the more usual forms of adult illnesses.

Steps in Handling Children

Referrals of children to visiting teachers are made by principals and cleared through the superintendent's office. The usual steps in handling referred children occur in the following order: The interview with the principal, teachers, and pupil; the home visit; the diagnosis; conferences; treatment, and the follow-up. In his efforts to coordinate all community resources the visiting teacher works with the following agencies: Governmental, religious, welfare, health, recreational, and civic.

¹ Persons now employed as visiting teachers who have had at least 3 years of successful teaching experience and are unable to meet the requirements of one of the classifications described will be given consideration for continuation of their employment in that capacity upon recommendation of the local school board and division superintendent. Each such case will be decided individually and on its merits.

Visiting teachers are directly responsible to the local school board and to the local school superintendent.

Other provisions of the Virginia plan include the employment of a professor of social work from the Richmond Professional Institute, on a part-time basis for 1 year, to assist the State department with the in-service training of visiting teachers. Another phase of the in-service training program is the provision of a 3-day conference preceding the opening of the school year. The program of the 1945 conference included presentations, followed by questions and discussion, of the visiting teacher's responsibility to the school program and the child; of the relationships between county welfare departments and the county schools; of the visiting teachers' relations to the State program for delinquents; of child labor laws; and of the State Department of Education and other State and local agencies.

Georgia Provides a New Education Service

Georgia took a long step toward making effective its educational system when its 1945 legislative assembly provided a new and modern attendance and visiting teacher law. According to Claude Purcell of the State Department of Education, 50,000 more children enrolled in the public schools of that State this school year, 1945-46, than before as a result of the new school attendance law and the employment of visiting teachers which the law facilitated.

Georgia is the fourth southern State within recent years to concern itself with establishing a modern school attendance program and means of making it effective. Attendance at school is required of all children, 7 to 16 years of age, unless they have completed all high-school grades during the full session of school, the minimum length of which is 175 days.

Each county and independent school system's board of education has authority under the act to employ at least one competent and qualified full-time visiting teacher. In December 1945, there were reported by the State Department 150 persons employed on a full-time basis. A few small independent school systems are cooperating with the county systems in the attendance program

while a few county and city systems are cooperating in a program which employs two or three persons. The expense of visiting teacher service in local systems is shared by the State through reimbursement to school districts for the salary of visiting teachers on the same basis as classroom teachers.

Implementation of the Law

Following the passage of the law the State Board of Education acted to implement its provisions intelligently. Through a series of resolutions and provisions the Board defined the purposes of the law and outlined a program designed to make them effective. Concerning the purposes of the act, the resolution reads:

Whereas the terms of this act recognize that the purposes of the public schools are not fulfilled, and the efforts of the teachers are impaired and the public school funds are uneconomically utilized if children fail to use the opportunity for learning which is provided in school; that laws of compulsion alone are not sufficient to keep children in school and that a more specialized and professional service is needed than has been possible for "attendance" or "truant officers" of the past; and that an effective compulsory school attendance service must be concerned with removal of the causes of nonattendance and with promotion of conditions favorable to the child's normal development and regular attendance,

Therefore be it resolved, That this Board make provisions for immediately encouraging the visiting teacher service in such a way that it will become State-wide in extent and effective in maintaining better school attendance.

The program outlined defines the duties of visiting teachers and establishes requirements concerning certification and professional qualifications leading thereto. The duties of visiting teachers as defined by the Board include:

To cooperate with principals and teachers of public, private, denominational, and parochial schools in visiting homes of pupils who are not enrolled in school or are irregular in attendance.

To study carefully the causes of absences on the part of individual pupils and to counsel with parents and teachers in helping to eliminate causes of nonattendance.

To participate in school and community studies relating to underlying causes of nonattendance and to cooperate in making the adjustments found necessary and desirable.

To cooperate with system superintendents in issuing work certificates.

To assist teachers and principals in the maintenance of a continuous census of children of compulsory school age.

All individuals employed as visiting teachers or acting visiting teachers, according to resolutions of the Board, must hold valid certificates. Requirements are: (a) For a professional teaching certificate, 4 years of college work including special preparation for the work of the visiting teacher as specified by the State Department of Education; (b) for a provisional teacher's certificate, at least 2 years of college. Provisional

certificates entitle the holder to serve only as acting visiting teacher. The State Department of Education is authorized to prescribe professional courses to serve as a basis for certifying qualified persons as visiting teachers. The Board by resolution directs the Department to study the needs of the service and through cooperative planning with the colleges and other agencies to develop suitable training opportunities and to render advice to visiting teachers and acting visiting teachers in the performance of their duties.

U. S. Office of Education Publications Related to Visiting Teacher Services

BULLETINS:

1945, No. 6. The Place of Visiting Teacher Services in the School Program. 10 cents.

1945, No. 1. School Census, Compulsory Education, Child Labor: State Laws and Regulations. 30 cents.

1944, No. 5. Handbook of Cumulative Records. 20 cents.

*1940, No. 6. Monograph No. 5. Pupil Personnel Services as a Function of State Departments of Education. 10 cents.

1939, No. 15. Clinical Organization for Child Guidance Within the Schools. 20 cents.

1932, No. 18. Adjustment of Behavior Problems of School Children. 10 cents.

PLANNING SCHOOLS FOR TOMORROW LEAFLETS:

No. 64. The Issues Involved. 10 cents.

No. 66. Some Considerations in Educational Planning for Urban Communities. 10 cents.

*No. 71. Our Schools in the Post-War World: What Shall We Make of Them? 10 cents.

No. 72. Pupil Personnel Services for All Children. 10 cents.

No. 73. The Schools and Recreation Services. 10 cents.

SCHOOL CHILDREN AND THE WAR LEAFLETS:

No. 6. Meeting Children's Emotional Disorders at School. 5 cents.

*No. 8. Juvenile Delinquency and the Schools in Wartime. 10 cents.

EDUCATION AND NATIONAL DEFENSE PAMPHLETS:

*No. 5. The Schools and Community Organization. 15 cents.

No. 6. What Democracy Means in the Elementary School. 15 cents.

*No. 7. Living Democracy in Secondary Schools. 15 cents.

*No. 18. Guidance Problems in Wartime. 20 cents.

*No. 24. Together We Serve. 15 cents.

EDUCATION FOR VICTORY ARTICLES (Single issues, 5 cents):

*Helping Children Use What the School Offers. April 20, 1944.

School Social Work as a Part of the School Program.

The Function of the School Social Worker in the Pittsburgh Public Schools.

*The Visiting Teacher in the Small Community. June 20, 1944.

The School's Social Responsibility to Children. July 20, 1944.

*Coordination of School and Social Agency Resources. September 4, 1944.

*Some Recent Developments in School Social Work. January 3, 1945.

*Visiting Teacher Services in the Administrative Organization of City School Systems. May 21, 1945.

Helping Children Use What the School Offers. Reprint which includes articles in first 4 issues named above. 5 cents.

SCHOOL LIFE ARTICLES:

*National Leaders Conference on Visiting Teacher Problems. October 1945.

*The School Social Worker. November 1945.

SCHOOL LIFE, official journal of the U. S. Office of Education. Issued monthly, except August and September. \$1 per year. Single issues, 10 cents. From time to time carries articles and news items concerning visiting teacher activities.

*Bibliography: Selected References Pertaining to the work of the Visiting Teacher or School Social Worker.

NOTE.—Order above publications from the Superintendent of Documents, Washington 25, D. C. A limited supply of free copies of publications marked with asterisk is available upon individual request to the Office of Education.

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

Springfield Plan

The Story of the Springfield Plan. By Clarence I. Chatto and Alice L. Haligan. New York, N. Y., Barnes and Noble, Inc., 1945. 201 p. illus. \$2.75.

Describes one community's war against prejudice; tells how the Springfield public schools have carried on an organized program to teach its citizens to live together and accept each other's differences and cultural backgrounds. Discusses methods of enriching and improving a program for citizenship education and includes a chapter, "A Few Working Tools," which will be helpful to other communities initiating a similar program.

Research Study

Women in the Professions, A War-time Survey. A Study Made Cooperatively by the Research Division of the National Education Association and the Committee on Studies and Awards of Pi Lambda Theta. Berkeley and Los Angeles, University of California Press, 1945. 142 p. \$1.50.

Gives a general picture of the personal and professional status of a selected body of professional women during a war period, with a summary of their war services. Based on replies from questionnaires sent to 5,871 active members and 3,600 inactive members of Pi Lambda Theta.

Reading

Claremont College Reading Conference. 10th Yearbook, 1945. Claremont, Calif., Claremont College Library, 1945. 159 p. \$2.50. (Address: Claremont College Library, Harper Hall, Claremont, Calif.)

"Personal Factors Affecting Reading and Learning" was the theme of the conference, sponsored by Claremont College and Alpha Iota Chapter of Pi Lambda Theta. The *Yearbook* presents a broad concept of reading as the basis of the curriculum; identifies the major areas into which the personal factors may be cast as physiological, social, aural and visual, and bilingual. The concluding section deals with instructional material affecting reading.

Radio in Education

Radio and the School. A Guidebook for Teachers and Administrators, Edited by Norman Woelfel and I. Keith Tyler. Prepared by the Staff of the Evaluation of School Broadcasts Proj-

ect. Yonkers on Hudson, N. Y., World Book Co., 1945. 358 p. (Radio in Education Series.) \$2.12.

Presents a comprehensive discussion of the use of radio as an educational tool. Reports that radio, grown to maturity in the social and economic world, has not received full recognition in educational circles. The evaluation of school broadcasts project was a research and service project, engaged in analyzing the educational values of radio in schools and classrooms and in studying the social and psychological effects of radio listening upon children and young people. The project, supported by grants from the general education board, was located in the Bureau of Educational Research of The Ohio State University.

Rural Schools

Rural Schools for Tomorrow. Sponsored by the Commission on Rural Education and the War. Edited by Julian E. Butterworth. Yearbook, 1945, of the Department of Rural Education. Washington, D. C., Department of Rural Education, National Education Association of the United States, 1945, 152 p. 50 cents, single copy.

Focuses attention on the postwar problems of rural schools with the idea that local, State, and national leaders should plan now for the strengthening of the entire rural school structure and program. Suggested for use by discussion groups as a basis for considering the fundamental social and economic problems of rural people, the implications for the program of rural schools, and the practical steps necessary for the improvement of rural education.

Fair Is the Morning. By Loula Grace Erdman. New York, Longmans, Green and Co., Inc., 1945. 186 p. \$2.

This book might be considered as illustrative material for methods in improving the one-room rural school in a poor community. Shows how a young teacher introduced a functional curriculum, teaching health, nutrition, arts and crafts, started a hot lunch program, and aroused the interest of the community in solving their educational and recreational problems.

World Citizenship

A New Cardinal Objective of American Education. By Harry P. Smith. Syracuse, N. Y., Syracuse University, 1945. 28 p. (The J. Richard Street Lecture for 1945.) 50 cents.

States that a world-wide organization based on mutual understanding and cooperation involves a concept of world citizenship, and that the task of training for efficient

world citizenship belongs to education. Emphasizes the need of ethical training as an essential part of the educational program.

Ph. D. Programs

Toward Improving Ph. D. Programs. By Ernest V. Hollis. Prepared for the Commission on Teacher Education. Washington, D. C., American Council on Education, 1945. 204 p. \$2.50.

Gives three types of information concerning the Ph. D. program: (1) Historical discussion of the ideas, values, objectives, and social pressures that led to the establishment of graduate schools in the United States and influenced their course; (2) statistical analysis of the preparation and occupational placement of persons on whom the degree was conferred during the 1930's; (3) opinions on problems of graduate education, secured from lay and academic employers of Ph. D. graduates, and opinions of graduates in active service. In the concluding chapter the author offers suggestions for improving graduate study.

Building Planning

Planning and Equipping the Educational Theatre. By A. S. Gillette. Cincinnati, Ohio, College Hill Station, The National Thespian Society, 1945. 31 p. 60 cents.

Discusses the problem of constructing and equipping the educational theatre, points out mistakes frequently made, and makes recommendations for better planning. The author is technical director, University Theatre, State University of Iowa.

Military Training

Peacetime Conscription. Compiled by Julia E. Johnsen. New York, The H. W. Wilson Co., 1945. 327 p. (The Reference Shelf, Vol. 18, No. 4.) \$1.25.

Presents recent material on the postwar problem of universal military training from varied viewpoints; gives the arguments pro and con. Arranged and classified for the convenience of the debater under the main headings: General discussion, affirmative, and negative, with additional references under each.

Recent Theses

The following theses are on file in the Library of the U. S. Office of Education, where they are available for inter-library loan.

Administration of Schools

Clinical Practices in Public School Education. By Willa C. Burch. Doctor's, 1944. University of Pennsylvania. 227 p.

Describes clinical practices in public-school education in Providence, R. I., and Washington, D. C. Concludes that Providence, R. I. presents the more perfect functioning of clinical practices in public-school education.

Development of the Concept of Liability of Public Schools for Pupil Injuries. By Arthur H. Toothman. Master's, 1945. George Washington University. 99 p. ms.

Shows that acceptance of a limited liability for damage for pupil injuries due to negligence in the administration of the public schools has been established by statute in some States.

Emerging Patterns of Public School Practice. By William S. Vincent. Doctor's, 1944. Teachers College, Columbia University. 96 p.

Studies 32 practices which tend to occur more frequently in better-supported schools than in less well-supported schools. Shows a tendency for increased educational returns to follow increased expenditures, and discusses general tendencies of the better-supported schools.

Fiscal Relations of the County and Civil Township to School Corporations in the United States. By Paul Heaton. Doctor's, 1943. University of Chicago. 48 p.

Discusses State control of education; fiscal relations of the town to the schools in New England; fiscal relations of county school officers to schools; the relation of county and township governments of fiscal officers to the schools; and the suitability of the county as a school unit.

Missouri School Law as Interpreted by the State Courts of Last Resort. By Albert L. Lindel. Doctor's, 1944. University of Missouri. 444 p. ms.

Deals with laws relating to the board of education, books for schools, school buildings, institutions of higher education, schools for Negroes, the county superintendent, State superintendent of schools, school districts, school funds, school lands, public-school pupils, religion and schools, school taxes, teachers, and the community school superintendent.

Public Understanding of What Good Schools Can Do. By Robert S. Fisk. Doctor's, 1944. Teachers College, Columbia University. 86 p.

Proposes a program for public enlightenment within the school community which should increase the demand for better schools. Indicates that if the administrator takes advantage of opportunities presented by expanding public intelligence, he should find his schools

training youth to take part—with the cooperation of the community—in a better civilization.

A Study of a Class Under the Continuing Teacher Plan of Organization. By Effie B. Handy. Master's, 1945. George Washington University. 60 p. ms.

Reports a 3-year project in the intermediate grades of a Washington, D. C., elementary school. Concludes that where conditions and personnel are favorable, the continuing teacher plan of organization offers opportunities for the maximum growth of teacher and pupils.

The Use of the Bulletin in School Supervision. By Jennie Wallace. Master's, 1945. George Washington University. 52 p. ms.

Analyzes 146 supervisory bulletins gathered from representative school systems in a number of States and the District of Columbia.

The Vocational Department in Smaller City Schools May Contribute to the Maintenance and Operation of School Buildings in the Post-War Era. By John H. Amos. Master's, 1944. Wayne University. 22 p. ms.

Discusses administrative duties of the supervisor of operation and director of maintenance of school buildings. Shows types of work that could be done in industrial arts shops by pupils under supervision of teachers.

Courses of Study

The following courses of study were recently received in the Office of Education Library. They are not available for loan or distribution by the Library.

Baltimore, Md. Department of Education. *Course of Study—Art for Secondary Schools, Grades 7 to 12, Inclusive.* 1945. 332 p.

Illinois. Department of Public instruction. *Health and Physical Education for the Elementary Schools of the State of Illinois.* Springfield, Allied Printing Trades Council, 1944. 86 p. (Circular Series A, no. 17.)

New Mexico. Department of Education. *Suggestions for Teaching Our Inheritance of Freedom.* Santa Fe, Santa Fe Press, [1945] 29 p.

San Francisco, Calif. Board of Education. *Survey of the Elementary Curriculum in San Francisco.* San Francisco, Board of Education, 1944. 203 p.

Tennessee. State Department of Education. *Improving Education in Tennessee. Postwar High School Curricula and Secondary Teacher Education.* Nashville, State Department of Education, 1944. 51 p.

Library Service

Collection and Publication of Library Statistics

At the invitation of the U. S. Commissioner of Education, a group of library specialists participated recently in a 2-day conference to consider an over-all program for the collection and publication of library statistics by the U. S. Office of Education. Opportunity was provided for discussion of statistical needs and problems of school, college, university, public, special, State, and Federal libraries.

Participating in the conference were the following specialists in various areas of library service:

Walter Hausdorfer, Columbia University

Paul Howard, American Library Association

Alton H. Keller, Library of Congress

Lowell Martin, University of Chicago

G. Flint Purdy, Wayne University

Paul North Rice, New York Public Library

Helene H. Rogers, Illinois State Library

Ralph R. Shaw, U. S. Department of Agriculture Library

Mrs. Frances L. Spain, Winthrop College

Assisting in the discussions, also, were staff members of the Office of Education.

After a brief consideration of the general statistical program of the Office of Education, conferees focused their attention on the quantity and quality of statistics essential to efficient library administration and research. While the merits of the census type of library statistics received due recognition, the possibilities of sampling techniques were presented to the conference group as means of facilitating the collection and publication of library statistics by the Office.

Specific suggestions were received from the conferees regarding the scope and content of the library statistical

program desired for all types of libraries from the Office. These recommendations will be considered by the Office in formulating its program to make available library statistics most useful to the profession and the public.

Cooperation of School and Public Libraries

"How can the high-school library and the public library help each other in the furtherance of service to young people?" was the theme of a symposium at the past winter conference of the Massachusetts Library Association held at Harvard University.

Presented as a joint program of the Massachusetts group of the New England School Library Association and the Round Table of Children's Librarians of the M. L. A., the discussion was led by the consultant for school libraries and work with children and young people, Massachusetts Department of Education. Participants represented high-school students, junior and senior high-school librarians, principals, public librarians, and parents.

The reading needs of high-school students were discussed in relation to their school work, extracurricular activities, and normal development. The need was presented for a public library consultant to whom young people might turn for reading guidance. The public library was pointed to as an educational center for all the people and the leader in a cooperative library program with the high school, especially in book selection and purchase, development of a film collection, exhibits, orientation of young people in library use, stimulation of youthful reading interests, vocational guidance, and promotion of a friendly library atmosphere.

The cooperation of public and school librarians was stressed in the symposium as essential to the improvement of library service in any community.

School Library Clinics

The third annual group of 10 school library clinics held throughout Illinois last fall represented another example of effective State and local cooperation between school administrators, supervisors, and librarians.

Over-all planning for the various programs was undertaken by representatives of the Illinois Library Association, Illinois Association of High School Li-

brarians, Illinois State Library, and Office of Public Instruction. Local planning by a committee, assisted by staff members from the State Library and Office of Public Instruction, endeavored to meet the special interests and needs of school librarians in the area of clinic attendance.

The regional clinics provided State-wide coverage and resulted in groups favorable in size to free discussion. General sessions were followed by sectional meetings emphasizing the problems of urban and rural school libraries. The clinics featured exhibits, counseling service, and discussion of questions sent in advance by school administrators, supervisors, and librarians.

Advance registration for the clinics was encouraged, a small registration fee was charged, and credit was granted toward State certificates for each half-day's attendance.

Readers' Adviser's Service

Service to returned veterans and released war workers, assisting them in their quest for vocational information, has been a major function of the office of readers' adviser, New York Public Library, according to its annual report for 1945.

To meet an increased volume of occupational requests, the library has assembled current data on schools, refresher courses, trades, and professions. Lists of vocational material have been prepared for distribution by the readers' adviser's staff. Information has been kept up to date and available on the numerous social and business agencies extending guidance to returned service men and women.

The cessation of hostilities has brought to New York Public Library many readers with interests related to world affairs, especially in political science, applied psychology, business, and history. The readers' adviser reports also that many returned veterans seek further information about the countries they have seen, the campaigns in which they have participated, and events in the United States during their absence. Books have been sent abroad by the library to widely distant points to meet the needs of American soldiers, teachers, and business agents, as well as foreign schools and officials.

While some assistance has been given

to groups, notably in book selection and evaluation, the report emphasizes the personal service of the readers' adviser's staff. "Each person coming to us is given personal attention," states the readers' adviser, "and care is taken never to appear rushed . . . and so long as an atmosphere of having sufficient time to understand the reader's needs and perplexities is maintained, we shall feel that we are fulfilling our primary purposes."

Library Service to Business

The responsibility of the public library to the business interests of a community is treated in *Library Service to Business, Its Place in the Small City*, written by Marian C. Manley, librarian of Newark, N. J., Business Library, and published recently by the American Library Association.

This manual suggests methods of initiating and improving library service to local business concerns and gives pointers on the selection and use of appropriate materials as well as on the location, organization, and personnel of the business library. An annotated bibliography entitled "Building a Business Library Collection," is included as a purchasing guide for the small library.

Library Service to Business may be obtained from the American Library Association, 520 North Michigan Avenue, Chicago, 11, Ill., at a list price of \$1.25.

Citizens Discuss Ideal Library

"Is there such a thing as an ideal library?" is a question asked by the staff of Lincoln Library, Springfield, Ill., in a recent number of *The Lincoln Library Bulletin*.

Although librarians and library trustees have discussed for years the essentials of good public library service, the Lincoln Library has resolved to give the reader, "the person who matters most," an opportunity to express his views on the subject. The library, therefore, is publishing in its *Bulletin* a series of articles by prominent local citizens, under the general title, "What an Ideal Library Means to Me."

The Lincoln Library hopes to receive helpful suggestions and friendly criticisms from readers who may take an opportunity to express their views in succeeding issues of the *Bulletin*.

INTERNATIONAL EDUCATIONAL RELATIONS

Summer Study Programs in the Field of International Relations

compiled by Marjorie C. Johnston, Division of International Educational Relations

Following is information regarding 1946 summer study programs in the field of international relations which has been received by the U. S. Office of Education up to the time of going to press.

A. In the United States

The University of Alabama, University:

Workshop on International Affairs, June 10–July 19, under direction of Dr. A. B. Thomas, professor of history. The organization will consist of a large working group which will consider the whole field of international affairs and small groups which will devote their attention to specific interests dealing with Europe (Germany, France, Spain), Latin America, Russia, the UNO and colonial world, Near East, China, India, East Indies.

Mills College, Oakland, Calif.:

Casa Panamericana, The United States House, Chung Kuo Yüan, La Maison Française, July 6–August 17. Workshops and institutes devoted respectively to inter-American studies, Chinese language and area studies, and French. Inquiries should be addressed to the Office of the Summer Session, Mills College.

Casa Panamericana engages in the study of Latin America, including studies in Spanish and Portuguese at various levels, in Latin-American history and civilization, and in Latin-American art. A special workshop for teachers, both of languages and of social studies, is included in the program.

The United States House is a laboratory for the English Language Institute and encourages attendance of visitors from other countries who wish an opportunity to practice the English language and to discuss North American life. Opportunities are afforded for practice teaching in English as a foreign language.

Chung Kuo Yüan offers work in Man-

darin and in Chinese history, civilization, philosophy, and art. Members of the group live in a single residence hall and speak Chinese at meals and in other activities so far as their facility will permit.

La Maison Française offers a similar program devoted to the language and culture of France.

Institute of International Relations, June 23–July 2. Address inquiries to Tom Hunt, executive secretary of the Institute, Mills College.

The Claremont Graduate School, Claremont, Calif.:

Program of advanced study in Chinese history, culture, and languages; Latin-American history, economics, literature, music, and art, June 24–August 3, under direction of Dr. Harold W. Bradley, dean of the Graduate School.

Inter-American Workshop and Demonstration Class in the Teaching of Spanish in the Elementary School, June 24–August 3, under direction of Margaret Husson, professor of romance languages.

Colorado College, Colorado Springs: Rocky Mountain School of Languages, summer session, under direction of Dr. J. M. Hernández, University of Oklahoma, Norman.

University of Denver, Denver, Colo.:

Inter-American Education Workshop, June 17–July 19, under the direction of Dr. Wilhelmina Hill of the School of Education. This workshop will be concerned with five major themes: socio-economic problems of Latin America, inter-American curricular instructional techniques and materials, inter-American cultural relations, the teaching of Spanish and Portuguese language and area studies, the education of Spanish-speaking pupils.

Institute on the United States in World Affairs, Washington, D. C.:

Sponsored by the American University in cooperation with the Civic Edu-

cation Service under direction of Dr. Walter E. Myer, June 24–August 2. Two basic courses devoted to current problems in international relations and domestic affairs plus seminars on teaching problems in the field of current affairs—national and international, lectures by Government officials, visits to departments of the Federal Government, the Congress, embassies, and other points of interest in the capital. Inquiries should be addressed to the Institute on the United States in World Affairs, 1723 K Street, NW., Washington, D. C.

University of Idaho, Moscow:

Curriculum Workshop with a section on inter-American affairs, June 17–July 26.

University of Chicago, Chicago, Ill.:

Workshop for elementary and secondary school teachers and college faculty members, with problems related to inter-American education, under direction of Dr. R. W. Tyler.

Kansas State Teachers College, Emporia:

Spanish Workshop for teachers of Spanish to acquaint them with new materials in the field of teaching Spanish, especially with reference to the Latin-American countries. June 3–July 31, under direction of Dr. Minnie M. Miller, Head of the Department of Modern Languages.

University of Wichita, Wichita, Kans.:

Workshop for elementary school teachers on the theme "Guiding Children Toward World Citizenship." June 4–19, under direction of Dr. Leslie B. Sipple, director of the summer session.

University of Maine, Orono:

Secondary workshop, with a section on Canadian-United States relations, July 1–19, under direction of Dr. Helen Storen. Dr. Isaac Kandel will serve as special lecturer on "Education in an International World," July 1–August 9.

University of Michigan, Ann Arbor:

The Linguistic Institute, July 2–August 24, under direction of Prof. Charles C. Fries.

Washington University, St. Louis, Mo.:

General workshop on language arts, social studies, arts and crafts, with special sections on inter-American and inter-group relations, June 17-July 12, under direction of Dr. Paul R. Grim, assistant professor of education.

Montana State University, Missoula:

Inter-American Education Workshop, under direction of W. R. Ames, professor of education. Representatives from one or more of the South American Republics and from Canada will participate.

University of New Mexico, Albuquerque:

School of Inter-American Affairs, under direction of Dr. Joaquín Ortega, a program designed to aid students who are especially interested in Latin-American geography, anthropology, and commercial Spanish. The Department of Sociology will sponsor a summer field tour in Mexico, July 15-August 10, under the direction of Lyle Saunders. "Problems of Teaching Spanish-speaking Children" is a seminar for teachers and advanced students under the direction of Prof. Loyd S. Tireman of the College of Education, June 25-August 21.

New Jersey State Teachers College, Montclair:

Workshop on China, June 24-July 4, under direction of Dr. Chih Meng, associated with International House in New York.

New Mexico Highlands University, Las Vegas:

Speech Workshop for Spanish-speaking teachers from rural schools, June 3-July 12, under direction of Dr. Quincy Guy Burris, professor of English.

Cornell University, Ithaca, N. Y.:

General workshop under sponsorship of the School of Education, to include sections on Latin America, the Far East, the British Commonwealth, and Russia, July 1-August 10.

New York University, New York, N. Y.:

Workshop on Intercultural and International Relations, July 1-August 9, under direction of Dr. C. O. Arndt, senior specialist, U. S. Office of Education.

Syracuse University, Syracuse, N. Y.:

Center of Hispanic Studies. The scope of the Center is international, since hispanists of several countries participate in its activities. Scholarly investigation in the fields of the languages, literatures, history and geography of the Spanish-speaking countries (Spain, Spanish America, and the Philippines), and of the Portuguese-speaking countries (Portugal and Brazil), and instruction of graduate students. The director is Dr. Homero Serís. For the summer a special series of lectures has been organized on Hispanic Civilization in conjunction with the Spanish program of the summer session and the "Casa Española." An Education exhibit of Spanish and Spanish-American art and folklore has been inaugurated.

Inter-American Education Workshop, July 1-August 14, under direction of William T. Melchior, of the School of Education.

School of Advanced International Studies, Peterborough, N. H.:

Summer Session, June 24-August 22. Studies in U. S. foreign relations, political changes in Europe, political and economic geography of Latin America, Russia, Near and Far East, language course in French, German, Russian, and Spanish with emphasis on the oral approach. Inquiries should be addressed to the director, Advanced International Studies, 1906 Florida Avenue, NW., Washington, D. C.

Western Reserve University, Cleveland, Ohio:

Inter-American Workshop in connection with the summer school of Spanish. Visual devices, lectures by South Americans on the culture, arts, and music of their respective nations. Two important features are a Spanish house where students will reside in a Spanish atmosphere and a demonstration school where children 5 to 18 years of age are taught Spanish to demonstrate to teachers an effective method of teaching. A similar program is offered in French. June 17-July 26, under direction of Prof. E. B. de Sauzé.

Eastern Oregon College of Education, La Grande:

Geography of South America, June 10-August 23, under direction of Prof.

John M. Miller, will deal with the economic and social development of the South American countries, raw materials, and potential markets, with emphasis on relationships between these countries and the United States.

The Pennsylvania State College, State College:

Work conference on "The Organization of the Social Studies Program for Grades 1 to 12 with Respect to Inter-Cultural Relations." July 1-12, under direction of Prof. P. C. Weaver. The following courses on inter-American relations will be offered, July 1-August 10: "Social and Cultural History of Latin America," "Latin American History Since 1820," "Regional Geography of South America," "Inter-American Relations of the United States."

Fisk University, Nashville, Tenn.:

Education Workshop dealing with the culture of the various nations of mankind. June 10-July 19, under direction of Dr. George N. Redd, professor of education.

East Texas State Teachers College, Commerce:

Spanish Workshop for Elementary Grades, June 6-July 15, under direction of Adelle Clark, professor of Spanish and education. Major emphasis will be on materials and techniques for the elementary grades where Spanish is taught and where enrichment materials on Latin America are needed.

Texas College of Mines, El Paso, Tex.:

Workshop for Developing Aids for Non-English-speaking Children, June 1-July 13, under direction of Dr. Byron England, Assistant Superintendent in Charge of Instruction, El Paso Public Schools. This workshop has as its main objective the preparation of teaching materials for second- and third-year Spanish-speaking pupils in the local schools.

University of Houston, Houston, Tex.:

Education Workshop, with a section on Inter-American Relations, June 4-July 13, under direction of Dr. Arvin N. Donner.

Sam Houston State Teachers College, Huntsville, Tex.:

General Workshop, Inter-American Section, June 4-July 13, under direction of Dr. T. S. Montgomery, head of the

Department of Education. Major emphases: enriching the curriculum of English and social studies in the elementary school, in the junior high school, and in the senior high school.

Our Lady of the Lake College, San Antonio, Tex.:

Inter-American Education Program, June 5-July 17, including courses in "History of Latin America", "Industrial and Commercial Geography", "Beginning and advanced Spanish", "Latin-American Cultural Development". The last course emphasizes the importance of the social worker in the Southwest and provides through field work in agencies in San Antonio actual experience in dealing with the problems of the Mexican minority group. Inquiries should be addressed to the registrar of the Colleges.

Middlebury College, Middlebury, Vt.:

Language Schools in French, German, Italian, Russian, Spanish, June 28-August 16.

College of William and Mary, Williamsburg, Va.:

Proseminar on Latin America, Russia, China, and Japan, June 20-August 23. The proseminar runs 2 hours each day, 5 days a week, in units as follows: "Latin America," June 20-July 11; "China and Japan," July 11-August 2; "Russia," August 2-23. In addition there will be a course on "Mexico and its Civilization" conducted as an aspect of the Spanish program under direction of Máximo Iturralde, associate professor of modern languages.

Concord College, Athens, W. Va.:

Inter-American Workshop within a General Reading Workshop, stressing the unit-activity method of teaching and the wide reading necessary in many fields, June 3-July 6, under direction of Mrs. Nancy Lohn, dean of women.

University of Wisconsin, Madison, Wis.:

State Curriculum Workshop, providing a unit on intercultural and international relations, June 21-August 16, under direction of Dr. Edward Krug of the State Department of Public Instruction. An elementary school workshop planned for teachers, administrators, supervisors, counselors, and teacher educators interested in participating in the State curriculum program.

B. Outside the United States

Summer School of European Studies, Zurich, Switzerland:

Courses in language and literature, science, art, and education, July 15-August 23, under direction of Dr. Edmund E. Miller, 1123 N. Eutaw Street, Baltimore, Md.

University of Havana, Havana, Cuba:

Sixth Summer Session for Foreigners, July 8-August 17. Address inquiries to Secretario de la Escuela de Verano, Universidad de la Habana, Habana, Cuba.

Cursos de Temporada, National University of Chile:

For information address inquiries to Sr. Daniel Navea, Director de Cursos de Temporada de la Universidad de Chile, Casilla 10-D, Santiago de Chile. Winter term, 8 weeks, July, August.

Summer School for Foreign Students, University of Colombia:

July 15-August 31, under direction of Dr. Germán Arciniegas, Minister of Education. Courses in Spanish, French, English; Spanish American history, economics, sociology, literature; comparative culture, colonial art, architecture, archaeology, folklore. Tuition \$22 to \$45 (U. S. currency), depending upon the number of courses. Registration should be by mail prior to June 1. Address inquiries to Sección de Extensión Cultural de la Universidad Nacional, Ciudad Universitario, Apartado 2509, Bogotá, Colombia.

National University of Mexico, Summer School for Foreign Students, Mexico, D. F.:

June 25-August 15, under direction of Dr. Francisco Villagrán (Ribera de San Cosme 71).

Field School in cooperation with the Summer School for Foreign Students, Mexico, D. F.:

Sponsored by the Universities of Texas, Michigan, and California, under direction of Dr. Charles Hackett, professor of Latin American History, University of Texas, June 25-August 15.

Spanish Language Institute, Mexico, D. F.:

For experienced teachers of Spanish, June 25-August 15, under auspices of the U. S. Office of Education, Washington 25, D. C., in cooperation with the National University of Mexico.

University of New Mexico Summer Field Tour to Mexico:

Sponsored by the Department of Sociology under direction of Lyle Saunders, July 15-August 10.

Stanford University Field School, Guadalajara, Mexico:

For students of the language and culture of Mexico, under direction of Prof. Juan B. Rael, Stanford University, Calif.

Texas State College for Women Field School, Saltillo, Mexico:

Sixth annual session, July 18-August 28, under the direction of Dr. Rebecca Switzer, Texas State College for Women, Denton. As a part of the field school program, there will be an Inter-American Workshop, planned for teachers of Spanish on elementary, secondary, or college level, for teachers of English to Spanish-speaking students, and for anyone interested in the cultural and social life of Latin America. Laboratory classes in conversational Spanish with Mexican informants and a brief course in Spanish phonetics as applied to teaching are offered to workshop participants.

Sam Houston Mexican Field School, Puebla, Mexico:

In cooperation with the University of Puebla, July 13-August 23, under direction of Dr. C. R. Hackney, Sam Houston State Teachers College, Huntsville, Tex.

Texas Technological College Field School in Mexico, D. F.:

For teachers of Spanish. Address inquiries to Dr. T. Earle Hamilton, Texas Technological College, Lubbock, Tex.

University of Houston International Study Centers:

Summer Center of Guatemala, June 3-July 2. Summer Center of Mexico, July 16-August 24. Under direction of Dr. Joseph S. Werlin, University of Houston, Houston, Tex.

Syracuse University Summer in Mexico:

Designed for students of art and majors in Spanish, June 25-August 20, under direction of Louis Nesbit, School of Extension Teaching, Syracuse University, Syracuse, N. Y.

NEA Educational Tours to Mexico:

Two tours of 30 days each and one of 3 weeks. Address inquiries to Paul H. Kinsal, Division of Travel Service,

National Education Association, 1201 Sixteenth Street NW., Washington 6, D. C.

Summer Study Tours, Mexico and Central America:

For information address Dr. Nora B. Thompson, Lower Merion Senior High School, Ardmore, Pa.

Spanish Language Institute

The third Spanish Language Institute sponsored by the U. S. Office of Education and the Department of State in cooperation with the National University of Mexico and the Mexican Ministry of Public Education will be held in Mexico, D. F. from June 25 to August 15. Enrollment in the Institute is limited to 100 teachers of Spanish within the age group of 22 to 40 years. Preference will be given to persons who have at least 24 semester hours of college credit in Spanish and who have taught Spanish from 2 to 10 years. A few prospective teachers of Spanish who show exceptional proficiency in the language may also be accepted.

Members of the Institute may enroll in the following four courses or may have a choice of three. Auditing is not permitted.

I. Oral-Aural Practice: Mexican Music and Literature

Popular Mexican folksongs suitable for use in class and extracurricular activities of Spanish departments. Discussion of contemporary writers and their principal works, based on readings from current periodicals and selections from drama, short story, novel, poetry, philosophy, and history.

II. Conversation on Everyday Life Topics

Lessons on everyday situations are presented as general topics for dialogs of 3 to 4 minutes in length to be prepared in advance, rehearsed with informants, and enacted in class. Lists of vocabulary and idioms of a practical nature and representative of daily life in the Mexican capital.

III. Mexican Civilization

Lectures by specialists; conducted field trips to places of cultural interest.

IV. Grammar and Composition

Discussion of grammatical problems; exercises in precise translation; practice in social and business correspondence; free composition on topics related to the materials of course II.

Each course carries a credit of 2 advanced semester hours in the National University of Mexico. Upon the completion, with a grade of C or better, of three courses in the Institute each registrant will be eligible for a grant of \$100 which is provided by the U. S. Office of Education to help defray living expenses.

In addition to the regular class work the following optional activities are offered: (1) Informant services on an exchange-for-English basis at the Mexican North American Institute of Cultural Relations, (2) examination of supplementary teaching materials on display at the Benjamin Franklin Library, (3) special classes in practical phonetics, (4) guided travel in Mexico.

Members of the Institute are advised to live in Mexican homes, since in this way they may obtain a more intimate knowledge of Mexican life and have increased opportunity for personal acquaintances and sustained conversation with persons who speak Spanish as their mother tongue.

Application blanks for admission to the Institute may be obtained from the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C. The application, supported by a letter of recommendation from the superintendent of schools, college dean, or other school official, must be received by the U. S. Office of Education prior to June 1, 1946.

Some Principles for Consideration in State and Community Planning for the Needs of Children

Prepared jointly by the Children's Bureau, U. S. Department of Labor, and the U. S. Office of Education, Federal Security Agency

PLANNING for the needs of children is of vital importance to the future security, welfare, and happiness of our people. The strength and stability of our country depends on giving children the best possible chance to become fully qualified citizens. The war has deepened the general understanding of the necessity for conserving child life. This trend has been accelerated in many communities through recognition of child-care needs created by employment of mothers.

In the transitional and postwar periods many mothers will continue to be employed or will enter employment. In other homes congestion, illness, or other factors will make it imperative that young children have opportunities for outside experiences and companionship of other children for a part of the day. The values of group experiences for young children regardless of home conditions are becoming more fully recognized, as is the principle that for children of all ages schools should provide varied programs adapted to individual needs and complementing home experience.

It is important for States and communities to distinguish clearly between

educational services provided through the schools and available to all children and child-care services needed to supplement what the home and school together can make available. Recreation and youth-serving agencies will also have a part in a comprehensive program.

Infants, children under 6 years of age, children of elementary school age, and young adolescents, have varying needs which should be met in a comprehensive program for children. Some will require homemaker service in the home; others, care in foster-family day-care homes; and others, group care in nursery schools, school-age centers, or day-care centers. For some of these types of care, there is need for more experimentation before it can be determined what services are best under varying circumstances.

In each community there needs to be a representative planning body for children, to work out ways by which schools, social agencies, and other community groups, both public and private, together can be equipped to meet all needs. It is important that parents participate in planning services for their children, through representation on planning bodies, advisory committees,

individual consultation, participation of parents in child-care programs, and other means.

The State and local departments of health, education, and welfare will find it desirable to develop joint policies covering services to be provided for children through these channels.

Some States already have legislation which permits planning for comprehensive services to children and the use of public funds in developing these services. Other States need to provide or strengthen such legislation. Because of the necessity of safeguarding children for whose care independent arrangements are made by their parents, such legislation should include provisions for licensing of independent boarding homes and day nurseries by State departments of public welfare. Similarly, protection should also be afforded children attending nursery schools under private auspices through registration of these schools with State departments of education, so that they may obtain professional advice and assistance in the maintenance of standards.

The following principles are suggested as guides in the development of State and local programs for children and the formulation of State legislation delegating authority and providing funds to the appropriate State agencies to make available such services as part of their regular programs. Assistance from the Federal Government may also be needed.

Educational Services To Be Provided by Schools

1. Public schools have been established to provide educational programs for all children. Educational programs have been expanded and special services offered during the emergency to meet the needs of children in war areas.

2. Boards of education are now formulating plans for educational programs in the postwar years and considering the continuation of those services offered during the emergency which also have value in the long-term educational programs. Recognition is being given to services which are of special value in promoting mental and physical health and preventing social maladjustments in later years. The following services for children, among others, are signifi-

cant in the expansion of educational programs:

a. *Educational services for children under six.*—Nursery schools and kindergartens are included as units of the elementary school to insure continuous educational progress of young children upon school entrance. These programs for young children under public-school auspices should be available for all children whose parents desire them.

b. *School-age centers.*—It is desirable that programs offering worth-while experiences for children of school age be provided as a school service during the hours such services are needed by children and their families. School-age centers are related to and a part of the school program to supplement a child's home life.

c. *Programs for parents.*—Educational programs for young children can be effective only if a program is planned with parents which enables them to develop better understanding of children and to grow in their skill in applying child guidance principles.

d. *School lunches.*—Nutritious lunches should be available at school to all children. Related to the provision of school lunches and of vital importance in the health program is the development of good food habits and attitudes through teacher guidance in the classroom and lunchroom.

3. Authority should be delegated to the State education department for the supervision and development of these educational programs for children. State funds should be provided to supplement local school funds for the continuance and extension of services for children as needed.

Services To Be Provided by Social Welfare Agencies

1. Even though educational services available for all children are developed as outlined, there will still be children whose needs are not met by these services. Included in the group for whom other provision may be required are some of the children whose mothers are employed or who for other reasons, such as illness, cannot receive the care and supervision normally available in the home. Provision of services to supplement home care and educational programs available in the schools is the responsibility of social welfare agencies and particularly of public welfare departments.

2. A program for day care should be sufficiently broad and flexible to meet the needs of children of all ages and of

varying home conditions. It should include information and counseling services as well as provide for various types of care such as day nursery care and other forms of group care, foster family day care, and homemaker service.

a. *Counseling service* is essential as a part of a day-care program to help mothers in planning care for their children and in making necessary arrangements.

b. *Day nursery* and other forms of group care will be required for mothers whose hours cannot be adjusted to the school program or who for other reasons find the service better adjusted to their situation. A constructive developmental program should be included in such day nursery care. Programs for school-age children both before and after school and in vacation periods need to be provided if these are not available through the schools.

c. *Foster family day care* will be needed for children under the age for group care and children who for other reasons require individual care.

d. *Homemaker service* is a necessary supplement to other services, particularly for temporary or emergency care such as during illness of the child.

3. State funds should be made available through the State welfare department for aid in the development of local services as part of a broad child welfare program.

4. State departments of education and local boards of education should serve in an advisory relationship to departments of welfare in the formulation of child development standards for day nursery care.

Health Services

The services of State and local health departments in cooperation with educational and welfare authorities are needed to assure adequate health supervision and maintenance of standards conducive to good health in all programs for the care of children.

Model Planes Placed in the Smithsonian

A set of 80 scale model planes made in the Model Aircraft Project was recently transferred by the U. S. Office of Education to the Smithsonian Institution. This set was originally made for display in the Office of Education. Each State was asked to make a certain model or

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U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Job Instruction Training. By John B. Pope. Washington, U. S. Government Printing Office, 1945. 179 p., illus. \$1.25 per copy.

A leader's manual for supervisory personnel in sales and merchandizing organizations.

Proposals Relating to the Statistical Function of the U. S. Office of Education. Washington, U. S. Government Printing Office, 1946. 21 p. (Bulletin 1946, No. 2) 10 cents.

A statement of policy regarding the purpose, scope, methods of collection, treatment, and presentation of the Office of Education cooperative statistical program, as proposed by a group of collaborators drawn from the educational profession, with the assistance of a group of consultants.

New Publications of Other Agencies

U. S. Department of Agriculture. *Balance Sheet of Agriculture.* Prepared by A. S. Tostlebe and others under the direction of Norman J. Wall. Washington, U. S. Government Printing Office, 1945. (Miscellaneous Publication 583M) 44 p. 10 cents.

A survey and analysis of the financial condition of agriculture viewed not in its separate parts, but as a single industry.

Forest Service. *Building with Logs.* By Clyde F. Fickes and W. Ellis Groben. Washington, U. S. Government Printing Office, 1945. (Miscellaneous Publication 579) 56 p. 15 cents.

In addition to buildings, covers the construction with logs of tables, chairs, beds, and other articles of furniture. Illustrated with many photographs and drawings.

Forestry and Jobs. Washington, U. S. Government Printing Office, 1945. 8 p. Single copies free as long as supply lasts.

An account of the ways in which our forests can offer many opportunities for employment in the postwar period.

U. S. Department of Commerce. Bureau of the Census. *State Tax Collections in 1944.* Prepared under the supervision of Calvert L. Dedrick. (In *State Finances: 1944*, vol. 2, no. 1, Final. January 1946) Processed. 46 p. Single copies free from Bureau of the Census as long as limited supply lasts.

Presents in graphic and tabular form the amount of revenue derived from such sources as: Consumer taxes, Personal income tax, Licenses, Property, and Inheritance taxes.

U. S. Department of Labor. Children's Bureau. *What Mothers Think About Day Care.* By Glenna B. Johnson. (In *The Child*, vol. 10, no. 7, January, 1946, p. 103-105) Annual subscription \$1; single copy, 10 cents.

An account of how Cleveland mothers mobilized to place a wartime service for children on a permanent basis.

U. S. National Housing Agency. *Housing After World War I. Will History Repeat Itself?* Washington, U. S. Government Printing Office, 1945. (National Housing Bulletin 4) 59 p. 15 cents.

Prepared as a contribution to the solution of some of the housing problems likely to confront the Nation during the next few months and years. It reviews the housing experience in the first 4 years after World War I, for whatever benefit might be derived from that situation.

Land Assembly for Urban Redevelopment. Washington, U. S. Government Printing Office, 1945. (National Housing Bulletin 3) 39 p. 10 cents.

This bulletin, a revised draft, deals with the basic urban problem of housing construction in the blighted areas near the centers of cities and in the abandoned subdivisions of cities.

Model Planes

(From page 31)

models. In this way every State and Territory is represented by at least one plane in this set. During the period of the display in the Office the set, consist-

ing of one each of all of the model planes made in the Model Aircraft Project, received a great deal of attention and elicited many favorable comments.

The individuals who made these models may well take great pride in the fact that their planes are to be a part of a permanent exhibit at the Smithsonian Institution. This set will serve as a record of progress in aviation and a symbol of the part played by the Nation's schools in aviation in World War II.

The Model Aircraft Project is an example of cooperative accomplishment of the Nation's schools, State Departments of Education, the United States Navy, and the Office of Education. The Navy Bureau of Aeronautics furnished detailed plans and specifications for making the models; the project was organized and conducted by the Office of Education working with State Directors of the Model Aircraft Project. Schools made the models with such accuracy that 800,000 models met the standards of our armed forces for use in training personnel in aircraft identification and for other purposes.

In addition to the 80 models, the plans and specifications for each model were supplied to the Smithsonian Institution as a part of the permanent exhibit. Complete sets of plans and specifications have also been deposited in the Library of Congress and in the National Archives.

The following is from a letter written by A. Wetmore, Secretary of the Smithsonian Institution to J. C. Wright, Assistant U. S. Commissioner for Vocational Education:

"On behalf of the U. S. National Museum, I take much pleasure in acknowledging the receipt of 80 models, scale 1 to 72, of aircraft used by the Navy in recognition training during World War II, which were built by pupils in the public schools of this country under the supervision of the Industrial Arts and Vocational Departments . . .

"That every State in the Union is represented by at least one model, and that they served such an important and useful purpose during our great emergency, is indeed a tribute to the devoted efforts of their teachers, as also to the mental ingenuity and manual dexterity of our youth on whom our future depends."